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ABSTRACT

This handbook provides a suggested outline for a 3-day close-of-service workshop to be delivered 2-to-3 months prior to the volunteers' termination date. The general purpose of the workshop is to prepare the Peace Corps Volunteer to depart the host country/Peace Corps and reenter the United States culture. Introductory materials include information on workshop preparations, sample materials from a close-of-service manual, a bibliography of publications helpful in the job search, advance information for participants, and suggestions for presenting the seven sessions. The sessions cover: orientation and getting acquainted; reviewing the Peace Corps experience; values, skills, and resumes; getting a job; reviewing the Peace Corps program; preparing for reentry; and administrative/procedural paperwork. Each session includes one or more exercises directed at the goals of the session. The information provided for each session and exercise includes some or all of the following: title, goals, overview (describing purpose of session/exercise), materials list, procedures and activities (sequenced and timed steps that describe what trainers and participants are required to do), trainer notes that expand upon basic procedures and give alternatives, handouts and worksheets, and trainer discussion guides. (YLB)

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PEACE CORPS

CLOSE OF SERVICE

WORKSHOP

TRAINER GUIDELINES

and

WORKSHOP MATERIALS

Developed by Bo Razak
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TABLE OF CONTENTS

Trainer Guidelines ..... p. 1

Workshop Overview p.3

Workshop Goals p.5

Getting Ready p.7

Forms, Procedures and Information p.8
- Sample Introduction COS Manual p.9
- Sample Table of Contents COS Manual p.11

Bibliography p.13

Advance Information p.15

Conducting the Workshop
- Timing p.16
- Location p.16
- Group Size p.17
- Facilitators p.17
- Sessions p.18
- Materials p.18
- Journals/Handouts p.18
- Sample Energizers p.19
- Sharing p.21
- Daily Evaluation p.21

Presenting the Sessions p.23
- Format p.23
- Review/Study the Workshop Guidelines p.23
- Adding to the Given Design p.24
- Sequence for Sessions/Exercises p.24
- Words about Transitions p.26
- COS Sample Workshop Schedule p.27

Session I - Welcome, Expectations, and Getting Acquainted p.31
- Exercise I - Workshop Overview p.32
- Exercise II - What's in a Name p.34
- Exercise III - Expectations p.37
- Exercise IV - Working Together p.38
- Handouts for Sessions I p.43

Session II - Reviewing the Peace Corps Experience p.47
- Exercise I - Coat of Arms p.49
- Exercise II - The Volunteer and Development p.51
- Exercise III - Learning from Success p.55

Handouts and Worksheets for Session II
- Coat of Arms p.59
- The Volunteer in Development p.61
- Learning from Success p.67
- Trainer Discussion Guides for Session II
- Peace Corps Declaration of Purpose p.77
- Sample Learning from Success Worksheet p.79

TABLE OF CONTENTS - cont.

Session III -Values, Skills, and Resumes p.89
Exercise I - Identifying Work Values p.91
Exercise II - Skill Identification p.95
Exercise III - Writing Job Objectives p.99
Exercise IV - Developing a One-Page Resume p.101
Handouts and Worksheets for Session III
Values Ranking Sheet p.107
Skills Identification Worksheet p.109
Skill Areas and Verbs that Reflect Them p.111
Managing Your Job Campaign p.115
How to Write a Resume that Brings Results p.118
The One Page Resume p.127
Sample One Page Resumes p.129
Trainer Discussion Guides for Session III p.139
Sample Resumes p.145

Session IV - Getting a Job p.159
Exercise I - Contacts, Interview and Morale p.161
Exercise II - Tips and Strategies p.164
Handouts and Worksheets for Session IV
Information Interview p.169
Preparing for the Interview p.175
Trainer Discussion Guides for Session IV p.187

Session V - Reviewing the Peace Corps Program p.205
Exercise I - Reviewing the Peace Corps Program p.207

Session VI - Preparing for Re-entry p.213
Exercise I - Guided Fantasy p.215
Exercise II - Moving On p.217
Exercise III - Re-entry Concerns/Problems/Resolutions ... p.219
Exercise IV - Educating the Folks Back Home p.225
Handouts and Worksheets for Session VI
Moving On p.229
Doing Yourself In p.231
Ten Minutes Out p.233

Session VII - Nuts and Bolts, Forms and Procedures p.239

CLOSE of SERVICE WORKSHOP

Trainer Guidelines

This is a Handbook for a Peace Corps "Close of Service Workshop". It was prepared by borrowing heavily from two programs already developed. One of the programs was developed by A. L. Nellums and Associates and pilot tested in eight host countries during 1980. The other was designed for PC/Malaysia by Joel Wallach and Gale Metcalf who also delivered the package in-country.

The purpose of this handbook is to provide a suggested outline for a 3-day close of service workshop to be delivered 2-3 months prior to the volunteers' termination date. Each session of the workshop is intended to build towards or from the one(s) preceding and following it. However, with very little modification, sessions may be used independently.

The suggestions for the timing, location and administration of the workshop are based on the experience from the field tests. While the constraints of your setting may require modifying these guidelines, we suggest that special consideration be given to each of these categories so that the workshop may be of greatest benefit to the COSing volunteer.

An effort has been made to purge the instructions and materials of excessive training jargon (unfamiliar language). However, you will find certain phrases and words which are used for the sake of economy such as: "share" instead of "tell each other"; "report out" instead of "give a summary of what you discussed"; "journal" instead of "notebook"; "brainstorm" instead of "state whatever comes into your mind as fast as you can"; "modeling" instead of "demonstrate how it is done"; and "closure" instead of "bringing the session to an end". There are probably others. It's sometimes hard to know when language is jargon and when it is not. You may want to purge the training language even further as you deliver the workshop and it is suggested that you do so if it gets in the way of your communicating with the participants. It is hoped that the language of training that remains in these guidelines does not get in the way of a successful presentation of the workshop.

PEACE CORPS

COMPLETION OF SERVICE WORKSHOP

Workshop Overview

The general purpose of the workshop is to prepare the PCV to depart the host country/Peace Corps and re-enter the United States culture to whatever job or academic activity the volunteer may be planning. Important to the re-entry process is providing the volunteer with an understanding of the methods to be used in completing Goal #3 of the Peace Corps. The 3-day workshop is in fact similar in purpose to the Staging/PRIST/CAST which preceded the volunteer's Peace Corps service. As such, it is directed at "introductions" and "beginnings" rather than "finished" products. Rather than having them conclude the development of resumes or completing applications for graduate school the workshop should focus on giving the volunteer the knowledge and skill required to gather the necessary information to carry out a job campaign and to develop a resume or SF-171 at a later time. Likewise the task of carrying out goal #3 should be begun at COS with the understanding that Peace Corps/Washington provides, through Former Volunteer Services, support once the volunteer returns to the U.S.

In the pilot of a similar workshop in eight host countries, the most frequent barrier to completing the exercises in the workshop was the volunteer's anxiety of leaving, finding a job, and returning to an apathetic environment at home, etc. The behavior that results from this anxiety is a plea for information, tricks of getting a job; the quick and dirty answers to readjusting; or the statement that we don't need to deal with this re-entry debriefing "stuff". The latter comment may stem from the COSing volunteer's discomfort with the feelings that are associated with the leaving and his/her unwillingness to "endure" more feelings or discomfort that may arise from the debriefing or "closing out activities" suggested in workshop design. A major focus in developing the workshop was to sequence the sessions in such a way that volunteers participating in the workshop may feel that each exercise has a purpose that will be beneficial to them, which will not "hurt" - i.e. they won't "die" from this experience; and which will not be just another "bitch and moan" session about PC life and staff.

Workshop Overview - cont.

Many of the "quick and dirty" answers and "information" needs are met in the sessions dealing with completing resumes, facts about jobs in the U.S., and living through the first job interview. The introduction of the more practical aspects of re-entry prepares the participants for the idea of dealing with the "softer" and more emotional aspects of leaving the host country and returning to the United States. This approach also allows time for the person conducting the workshop to become more comfortable with the participants and to grow more confident with his/her ability to manage the later sessions (such as debriefing the Peace Corps experience with the staff and dealing with the problems of re-entry).

Many of the sessions are interdependent. By describing their linkage to later exercises, the participants will be encouraged to share and reflect at a level which combines (almost equally) the process of (1) identifying skills to be marketed in a job campaign; (2) the task of identifying the most rewarding and transferable parts of their contribution to development; (3) or the recommendations that he/she may want to give to the staff for the maintenance of the good aspects of the program or the alterations of those that need improvement. The introduction of these "softer" issues need not be so "heavy" that participants are "bummed out" and turned-off by the experience. It does, however, require the trainer to establish the climate conducive to opening up to others and to one's self.

In implementing this sequence it is important that participants understand that the initial recording and review exercises will be used in most of the sessions which follow later in the workshop. The identification of skills developed or areas of personal growth will be useful in developing the job campaign including objectives-setting and resume writing. The identification of areas of accomplishment may also be used in the process. Further, the consideration of topics such as Peace Corps Development may stimulate thoughts that will be useful in the debriefing process with/to in-country Peace Corps staff.

The introductory exercises help participants identify their specific needs for the workshop and to assist them to begin to plan both the exit and entry activities they are about to undertake. As in any problem-solving activity (and the workshop should be established as such) the first

Workshop Overview - cont.

step is to generate information of a general nature; the next is to begin to apply that information to specific areas of difficulty; and this is followed by the development of strategies to deal with the actual or anticipated problems. Participants should be made aware that ALL the answers are not going to be forthcoming and that this workshop is intended as a "Staging" for their termination from Peace Corps similar to that which they may have received through the CAST or staging process prior to their service. As such it begins the process for them and will provide with structures which they are likely to face.

Workshop Goals

The Completion of Service Workshop (COS) is designed to provide information, knowledge and skills that will facilitate the transition from the Peace Corps community to United States society.

Specific course goals are:

- To provide an opportunity for Peace Corps volunteers to establish a sense of closure, provide feedback to the Peace Corps, prepare to leave the host country and assess the meaning of their Peace Corps experience in relation to future goals;
- To assist Peace Corps volunteers in developing an awareness of the issues surrounding re-entry into United States culture;
- To assist Peace Corps volunteers in identifying and developing career and educational goals and plans; and
- To assist Peace Corps volunteers in assessing and transferring personal and professional skills to possible back-home situations;
- To provide terminating Peace Corps volunteers an opportunity to review their individual and program's role in development; and
- To prepare volunteers to implement the Development Education goal of Peace Corps. (Goal #3)

Workshop goals - cont.

Objectives and activities for each session will be described at the beginning of each module.

Also included in this section of the guidelines are a series of recommendations for the preparation, delivery and on-going support of the activities in the workshop.

Getting Ready

The process of Close of Service is, obviously, one that exceeds the span of the 3-day workshop outlined in this handbook. The job search/grad school effort may well begin a year before COS. Many of the administrative procedures required span several months' time. Beyond the workshop the RPCV will continue the process of re-entry and career/educational activity.

In anticipation of these ongoing efforts you may want to consider the following materials and their timely distribution as methods in which to support the COSing PCV as well as to assist in managing staff time in responding to requests and handling the administrative aspects of COS.

1. Stock the Library

Several good books and sets of reference materials are available which will be valuable to the PCV who initiates job/education planning independently or who wishes to follow-up from the COS workshop. The bibliography on pages 12 and 13 list those which are most likely to be helpful to the COSing volunteer.

2. Reference Materials for use in Workshop and Beyond

Former Volunteer Services Resource Manual

This is a comprehensive manual developed by Former Volunteer Services (FVS) for COSing VISTA and Peace Corps volunteers. It is filled with information and referrals on topics like former volunteer network activities; types of federal employment; sample resumes and 171's; contacts for counseling, and suggested reading. Additionally, the manual also details the wide variety of services available from ACTION and Peace Corps which support the RPCV's re-entry to the USA.

An abbreviated version of this manual is automatically mailed to each country in quantities based on projected COS volunteers. Called the "Close of Service - Memorandum" it explains the services offered by FVS and outlines additional information which may be ordered through FVS. The larger manual is much more comprehensive. Included in both versions is an order form through which PCV's may order books and other resources from FVS.

Order from: Former Volunteer Services
Room M-903
ACTION
Washington, D.C. 20525

3. Forms, Procedures, and Information

Of the most frequent groans about COS, the myriad of forms and procedures the PCV must endure probably receives the loudest of them all. While there is no way of getting around the need for them, we may be able to improve the way we manage getting these items completed. One way is to develop a manual which outlines, explains, and schedules all the policies, procedures, and forms for COS.

The "Introduction" and the "Table of Contents" provided below are taken from such a manual developed by PC/Lesotho (1980). Activities and forms will vary from country to country. This manual may be distributed at a workshop or at least four months before COS.

(Sample: taken from "A Manual of Completion of Service..." PC/Liberia, 1980)

INTRODUCTION

COMPLETION OF SERVICE MANUAL

Completion of Service is a special time for PCVs. It means many things to each Volunteer: travel, home, finding a job, going back to school, culture shock, and a range of emotions from terror to joy. The COS process begins 3 months in advance of a Volunteer's COS date. The experience involves the physical move from Lesotho to the States, the bureaucratic paper work to be released from Peace Corps, and the travel and medical arrangements for the trip home.

Be prepared for snags and problems to crop up during COS. No COS is a completely smooth process. Your return ticket or 1/3 allotted Readjustment Allowance may be delayed; be flexible! You may have problems with the utilities clearance or bank clearance; keep calm! Your COS medical may require more lab work or x-rays if there is a foul up; don't panic! The Post Office may say your packages are over weight; re-pack them! Above all, don't worry! COS lasts only 3 months and you'll soon be on your way. No PCV has yet been unable to survive COS!

Many of the COS forms and procedures can be completed at your site. For those medical procedures which must be completed in Maseru, you are entitled to travel expenses to and from your site and per diem for the days it takes to complete them. Be sure to set your schedule so that you spend minimum time in Maseru on COS business. In other words, don't come down just to complete one procedure and expect to be reimbursed for your travel and claim per diem. Most of the Maseru procedures can be done the last 2 days of COS, so plan your time as much as possible. You can also claim travel expenses and per diem for these, too.

If you need help moving from your site, consult the PC Chauffeur early to make possible arrangements for PC transport. If all the vehicles are in use, you'll have to find an alternative form of transport yourself. This applies for any of your transport needs during COS. PC will provide as much help and support as possible, but be prepared to do it yourself!

During your last few days in Lesotho, when you have permanently moved out of your site, PC will provide you with an hotel room if necessary. Consult the APCD/Administration if you require accommodations. This is not an automatic procedure for COSing Volunteers. Individual requirements for COSing PCVs are decided on an individual basis.

(Sample: taken from "A Manual of Completion of Service..." PC/Liberia, 1980)

On the day you terminate your Peace Corps service, you are no longer eligible for the health care and services previously provided by the Peace Corps. Any illness or injury sustained by you after your termination becomes your responsibility. One form of medical coverage, through the Insurance Company of North America/Reed Shaw Stenhouse, Inc., can be purchased out of your Readjustment Allowance. It provides short term coverage for the critical period between your termination and enrollment in a permanent group health plan at home. However, you must apply and pay for this insurance prior to your termination or special leave. You can authorize the ACTION finance office to deduct the applicable premium from your readjustment allowance provided you apply at least 60 days prior to termination or special leave. See the APCD/Administration to obtain the form.

This Manual has been designed for PCVs by PCVs to facilitate the COS activities. It presents a basic outline of the forms to be filled out and the procedures to be followed in order to be released from Peace Corps. It also contains information which especially concerns PCVs who are COSing. Please note that the first 3 forms and procedures listed require that you begin processing at least 60 days in advance of your COS date. This is true because these procedures are time consuming and/or require PC/L to contact PC/W for its assistance. If you have any questions concerning the forms and procedures, consult with the APCD/Administration.

It must be emphasized that the procedures contained in this Manual are subject to some modification by PC/L and/or by the other agencies involved in the process. However, the basic format should act as a guide.

(Sample: taken from "A Manual of Completion of Service..." PC/Liberia, 1980)

TABLE OF CONTENTS

TITLE PAGE.....1

INTRODUCTION.....3

COMPLETION OF SERVICE FORMS & INSTRUCTIONS.....7

Suggested Schedule for COS Activities.....9

No. 1 - Return Transportation
a) Instructions.....11
b) Sample Form 12

No. 2 - Description of Service
a) Instructions.....13
b) Sample Form.....14
c) Example DOS Form.....17

No. 3 - Description of Service Statement Receipt
a) Instructions.....13
b) Sample Form.....16

No. 4 - COS Medical
a) Instructions.....20
b) Sample Form.....21

No. 5 - Utilities Clearance
a) Instructions.....22
b) Sample Form.....23

No. 6 - U.S. Consular Clearance
a) Instructions.....24
b) Sample Form.....25

No. 7 - Final Readjustment Form

a) Instructions.....26
b) Sample Form.....27

No. 8 - Bank Account Clearance
a) Instructions.....28
b) Sample Form.....29

No. 9 - PCV Certificate of Non-Indebtedness and Accountability for Property
a) Instructions.....30
b) Sample Form.....31

No. 10 - Taxable Earnings Not Reported on the W-2 Form
a) Instructions.....32
b) Sample Form.....33

(Sample: taken from "A Manual of Completion of Service..." PC/Liberia, 1980)

COMPLETION OF SERVICE FORMS & INSTRUCTIONS (cont.)

No. 11 - Receipt for U.S. Treasury Checks
a) Instructions.....34
b) Sample Form.....35

No. 12 - Final Payments Made to Terminating and Medically Evacuated PCVs & PCTs
a) Instructions.....36
b) Sample Form.....37

BASIC INFORMATION FOR COSing VOLUNTEERS.....39

Preparations To Go Home
a) Packing & Shipping Information.....41
b) Travel Information.....42
c) Importation Information.....42

Federal Employees' Compensation Act
a) Notice Concerning Benefits Under the FECA.....45
b) FECA Coverage En Route Home.....46

Some Potentially Valuable Information.....47
a) Example SF-171 Forms.....49
b) HOTLINE - Non-competitive Eligibility Status.....57
c) List of PC/L Resource Information.....59

GLOSSARY OF ABBREVIATIONS CONTAINED IN THIS MANUAL.....61

CHECKLIST FOR COSing VOLUNTEERS.....63

BIBLIOGRAPHY

The following publications have been found particularly useful in the job search.

THE JOB HUNT

Go Hire Yourself An Employer, Richard K. Irish (Doubleday, New York).

What Color Is Your Parachute?, Richard Nelson Bolles (Ten Speed Press, Berkeley).

The Three Boxes of Life and How To Get Out of Them, Richard Nelson Bolles (Garrett Park Press, Garrett Park, Maryland).

After College ... Junior College ... Military Service ... What?, Newal Brown (Grossett & Dunlap, New York).

How To Get The Job You Want, Donaho & Meyer (Prentice-Hall, New Jersey).

Why Should I Hire You?, Melvin R. Thompson (HBJ-Jove Publications, New York).

PRIVATE-SECTOR EMPLOYMENT

Dictionary of Occupational Titles (U.S. Department of Labor/ Employment and Training Administration).

Occupational Outlook Handbook (U.S. Department of Labor/ Bureau of Labor Statistics).

College Placement Annual (College Placement Council)

Encyclopedia of Professional Associations (Gale Research Company, Detroit, Michigan).

Encyclopedia of Careers & Vocational Guidance (Garrett Park Press, Garrett Park, Maryland).

Career Guide to Professional Associations: A Directory of Organizations by Occupational Field (Garrett Park Press, Maryland).

Occupational Literature (H.W. Wilson Company, New York, New York).

International Jobs, Dr. Eric Kocher (Addison-Wesley, 1979, Redding, Massachusetts).

PUBLIC SECTOR

Federal Career Directory, Office of Personnel Management
Publication Stock No. 006-000-00900-0; available from:
Superintendent of Documents
U.S. Government Printing Office
Washington, D. C. 20402 $3.45, softback

The Uncle Sam Connection: An Insider's Guide to Federal Employment, James E. Hawkins, 1976
733 Fifteenth St., N.W. Suite 1000
Washington, D. C. 20005 $5.95, softback

Strategy & Tactics for Getting a Government Job, Susan Lukowski and Margaret Piton, 1972
Potomac Books, Inc., Publishers
4832 MacArthur Boulevard, N.W.
Washington, D. C. 20007 $2.75, softback

How to Get a Federal Civil Service Job & Advance Your Federal Career, David E. Waelde, 1976
FEDHELP Publications, Inc.
Capitol Hill P.O. Box 9004, Department GOF
Washington, D.C. 20003 $9.95, softback

EDUCATION AND TRAINING

Lovejoy's College Guide (Simon & Schuster, New York, New York).

American Universities & Colleges (American Council on Education, Washington, D.C.)

Graduate Programs & Admissions Manual (Graduate Record & Examination Board, Princeton, New Jersey, 4 volumes).

Annual Directory of International Schools (European Council of International Schools, London, England).

VOLUNTEER AND AGENCY-RELATED ITEMS

Peace Corps Times, Peace Corps, M-1205, Washington, D.C. 20525.

VISTA Currents, VISTA, Room M-1106, Washington, D.C. 20525.

Reconnection, ACTION/Former Volunteer Services, Room M-905, Washington, D.C. 20525.

Advance Information

In all the field tests, accurate advance information to participants was cited as critical to getting the workshop started off on the right foot. Six to eight weeks before the program send out a brief description of the workshop to those who plan to attend. This description should include the general rationale and goals as well as information about time/length of sessions and the location. Registration instructions and time participants will be expected to arrive are also important information. If you are using this as an announcement/invitation for participants be sure to clearly state whether attendance is voluntary or mandatory. It must also be made clear that, once at the workshop, participants will be expected to attend all sessions. This point may be emphasized by mentioning that each session of the workshop builds from the one that precedes it. So what is learned in Session I will also be useful in later sessions.

It will also be useful to identify those who will be conducting the workshop and to establish a contact to respond to requests for additional information.

This is also the time to begin to set the climate for the workshop. Participants should be made aware that:

(1) they will be doing a lot of work;

(2) the exercises in the workshop will be directed at helping them make the transition from host country back to the U.S.;

(3) they can view this as a "staging" for going home similar to the one they had before coming to the host country;

(4) the workshop will focus on helping them identify the skills they have developed during their PC experience which will assist them in the transition back home and which will be the basis for their vocational planning.

(5) this will give them an opportunity to reflect on their PC experience in preparation for sharing ideas about PC and development at home.

You should include any materials which volunteers should review or complete prior to their arrival. This can be a great time saver to a workshop that is cramped for time.

CONDUCTING THE WORKSHOP

The following suggestions should be considered as you begin to plan for the workshop.

Timing

This workshop is intended to give assistance to volunteers soon to terminate their service. The best time is 2-3 months before their COS. Around this time they begin to think ahead about finding a job, making travel plans, family reunions, etc.

In the pilot workshops, the timing of the workshop was an important if not critical variable for the success of the training. A workshop of this sort within only a few weeks to a month before departure is too late to give full consideration to "the leaving process", does not allow ample time for reflection about the PC experience or for writing resumes and considering vocational goals. The closer COS and departure get to be and the more the volunteer becomes involved in the logistics of finishing projects, making travel plans, packing and shipping personal effects, the less time and inclination they have to reflect on the whole process. On the other hand, conducting the re-entry related sessions of this workshop too early - 6 months or more before COS - would not coincide with the volunteer's interests at that point. You may wish to consider doing the vocational planning activities around writing a resume and applying to schools as early as mid-service in conjunction with a regular in-service conference.

Location

You will need a large meeting room and depending on the size of your group, you may also need two smaller rooms for small group work.

The setting will also be important. If you choose a beach location you will have to contend with getting people out of the sun/sand/water and back to work. An urban setting may provide other distractions. Plain or fancy? This will depend on your budget and your own sense of where "Peace Corps" conferences should be held. Whatever location you choose it chould be as comfortable as possible so participants are not concerned with "surviving and coping" during the workshop. Available time is limited during the workshop. In selecting a site consider the "time lost" factor in taking care of life activities such as getting food, bathing

Location - cont.

and sleeping as critical. The atmosphere of the training site directly effects participants attendance and attitude. If they have to spend time coping with the facilities, they are less likely to spend time productively during the workshop.

Group Size

The optimum number of people for a workshop of this sort seems to range from about 12 to 25. If the group size is too small the sharing sessions become "incestuous". If the group size is too large, the facilitators do not have enough time during the sessions to offer individual assistance, especially for the sessions identifying skills, defining a job objective, and writing a resume. If the terminating group is larger than 25 you may want to add co-trainers for each 10 persons, or you may want to consider running a series of small workshops.

Ideally, workshop groups should be made up of volunteers from the same program so that the exercises involved in debriefing can be most helpful.

Facilitators

It is best to have two facilitators working with this program. Sometimes during small group activities several of the small groups will need assistance of a facilitator, especially if the group is having difficulty. Once an activity is explained and the exercise begins, the facilitators "float" from group to group or individual to individual to check that the activity is moving smoothly and help if necessary. One person cannot cover all groups effectively. During the vocational planning activities many individuals may request personalized assistance. One facilitator cannot provide effective aid to more than 8-10 individuals during a session. It is essential to have the support of another facilitator for redesign, to share the load and to provide alternatives to handling problem situations.

As a facilitator, you may want to prepare 3 x 5 cards with cues and notes to carry around, rather than juggle this big notebook while conducting an exercise.

The facilitators are the key to the workshop. The facilitators create the atmosphere, set the tone and help participants achieve maximum benefit from the activities.

Conducting the Workshop - cont.

However, in the introductory session, the facilitators should make clear to the participants that each person gets out of the workshop whatever they put into it.

Sessions

As part of the "tone", it is important to give a clear but concise overview of the workshop - what we're doing, where we're going, and why - and while conducting the session to take a few minutes to explain an exercise - the direction of the exercise and how they can benefit from it. We have included notes to show you how to do this.

Materials

In addition to copies of the handouts, for each session you should have on hand the following materials:

- marker pens - 2 dozen of assorted colors
- newsprint, butcher paper, or whatever large paper you can find to use for flip charts and some of the drawing and recording exercises. (in Morocco we used brown wrapping paper from GSA)
- tape - preferably masking tape
- pencils for each participant
- note paper/notebook (see Journals below)

Journals/Handouts

The materials the participants take from the workshop should be useful as references when they use them back on their site or after they have returned to the U.S.

In deference to the shipping weight limitations we've kept the number and length of handouts to a minimum. You may want to keep this in mind if you are including additional material.

Notebooks, used as personal journals, offer the participant a chance to record thoughts, insights, or notes that he/she finds relevant and useful. Participants should have an opportunity at the end of each day to write in the journal.

Energizers

These non-verbal exercises should be used at the beginning of nearly every session. The list which follows describes a variety of activities which can be used to wake-up or focus a group.

ENERGIZERS

Energizers are short exercises meant to wake people up, create/change a mood and/or focus people's attention on you as you direct them to the next activity.

The energizers listed here are only suggestions. If you have others use them. It is important to choose exercises with which you are comfortable and which best serve your purpose.

The trainer must be lively and encouraging in order to set the proper tone and environment for the participants to be willing to participate.

Energizers are usually most timely at the beginning of sessions or exercises and are also useful as a "break" activity.

Tapping

Ask participants to stand up and stretch their hands as high as they can above their heads. Then, with their open palm ask them to begin tapping their head, first at the top, then all over - ears, cheeks - then move gradually to their shoulders, stretch to their backs as far as they can reach, then to their chests, listening this time - tapping the chest harder, then to the stomach, each leg and finally all the way back up the body ending with a yell.

Buzz-Fizz

Form small groups of 5-7 people. Count around the group. When you come to a number with 5 in it, or any multiple of 5 you say "BUZZ". When you come to any number with 7 or a multiple of 7, you say "FIZZ". If you come to a combination number - 35 for example, it has a 5 and it is a multiple of 7, you say "BUZZ-FIZZ". If you make a mistake, begin again at 1. The first group to reach 50 wins.

The Big Chair

Ask participants to stand up and form a close circle, facing back to front. Ask them to put their hands on the shoulders of the person in front of them and massage his/her neck and shoulder vigorously for a few moments. Then, ask them to bend slowly at the knees until they can feel the back of the person's knees in front of them, and then stand. Slowly again, ask them to bend their knees again like they are sitting down in a chair, sitting on the knees of the person behind them. This forms a big chair, each person sitting on the knees of the person behind them. After a few moments, someone usually looses balance and the chair collapses.

Energizers - cont.

Knots

Divide the large group into smaller groups of 5 to 7 people. Have each group form a circle facing inward. Ask each participant to reach across the circle with their right hand and take the right hand of the person opposite them. Ask them to do the same with their left hand, grasping the left hand of a different person. Now, without letting go of each other's hands, ask them to untangle themselves so that they form a circle of people holding hands. They will not necessarily all be facing the same direction.

Partner Push

Ask participants to stand up and face a partner, legs far apart. Have them place their outstretched palms against each other and try to push each other over. This is impossible to do if they are doing it right.

Tug of War

Participants divide into two teams and, using an imaginary rope, pull as hard as they can in opposite directions.

Mirroring

Partners A and B face each other. A. begins a movement such as making a face or moving arms. Slowly, B mirrors the exact movement. After a while, call for B to initiate the action while A does the reflecting.

Yoga Breath-of-Fire

Individuals stand at ease. Following the leader's movements, they move through the following steps:

- Legs shoulder-length apart, with knees somewhat bent.
- Make fists with hands and place on chest, elbows horizontal to floor.
- Inhale -- arms go straight out to side.
- Exhale -- arms pulled back to chest position.
- Begin rapid (breath-of-fire) breathing.

Zoom

Have participants sit in a circle facing inward. Leader turns his head to person on right and "sends" him the word "Zoom". The receiver then turns to the person on his right and does the same thing, until it makes a complete circle. Leader can make it go faster, ask the participants to "Do it with anger;" "Do it sexy;" "Do it whispering." To end the circle, leader says "Zilch."

Sharing

Many of the activities involve sharing with a partner or a small group. You may be asked: "Why so much sharing? A response is that sometimes you get a different perspective about a concern or thought when you verbalize it or hear it repeated back from other people. The purpose of sharing is to add dimensions, try to make people "stretch" and to get help and suggestions from one another. Part of the skill of re-entry is the use of others as resources for support and ideas. The workshop helps develop this ability.

It is up to the facilitator to create an atmosphere of trust and non-judgement that will encourage people to feel free to express themselves. In any case, early on the facilitator encourages people to share with each other, but only to the degree that each is willing to share.

Daily Evaluation

As a way of checking out how the workshop is going and of getting information regarding possible adjustments for the design some form of daily evaluation should be conducted. The methods suggested below are quick - 5 minute - exercises that may be useful for this purpose.

1. Pluses and Wishes

   - Ask participants to take out a blank piece of paper and draw a line down the middle of it; label one of the columns "Pluses" and the other "Wishes".
     Note: as they do this the trainer should demonstrate using newsprint. The trainer may also record his/her pluses and wishes on the flip chart as a demonstration.

   - Ask participants to record their comments on the day in the appropriate column and then hand them in as they leave the session.

2. Open Ended Statements

   This exercise may provide more structure to the daily sessions evaluation, particularly if participants have difficulty warming up to "Wishes and Pluses."

   - Ask participants to respond in writing or verbally to the following questions:

Daily Evaluation - cont.

- I have gained the following:

- I still have the following unanswered questions:

- The following should be discussed or covered in future sessions:

- This session was (respond to all that apply)

____ informative
____ a rehash
____ motivating
____ too little in too much time
____ unnecessary
____ valuable
____ a waste of time
____ too much in too short a time
____ right amount for the time
____ other(s)

The trainer may also use similar activities at the beginning of the day's sessions. In this case the structure might include several items or a sheet of newsprint to which participants respond verbally in the large group. Examples: (select 2 or 3)

- Yesterday was _____.

- Today I hope _____.

- The most important thing I learned yesterday was _____.

- If I had a choice I'd rather be_____.

- On a scale of 1 to 10 yesterday was _____.

PRESENTING THE SESSIONS

Format

Each session design includes one or more exercises directed at the goals of the session. The information provided in the design includes:

1. Session/Exercise Title
2. Total Time required to complete session/exercise
3. Overview statement describing purpose of session/exercise.
4. Procedures and Activities - sequenced and timed steps which describe what trainer and participants are required to do at a particular point in the workshop.
5. Materials required
6. Trainer Notes: Special instructions relevant to a particular session or exercise.

Review/Study the Workshop Guidelines

Even though each session is described in detail it will be necessary for you and any co-staff to carefully review the entire design to assure that there is understanding of the overall sequence of activities and of specific trainer activities/responsibilities for each session. In reviewing the design for each session you should do the following:

1) Review the trainer and participant materials

2) Review the purpose/goals of each session and determine the relationship of the session to the previous one, subsequent sessions, and the total course.

3) Prepare session/exercise goals/objectives on flip chart. Note: Write these in your own words rather than copying verbatim from the guidelines.

4) Be sure that all the materials are prepared, equipment is working, and that the space needed is properly set up for the training.

   - Prepare flip charts before the sessions, if an easel is not available, paper may be tacked or taped to the wall.

Presenting the sessions-cont.

- Prepare any lecture notes required - keep these to a minimum.
- Gather copies of all handouts and worksheets

5) Review the sequence of activities, the points to be discussed, and materials several times before the session to become thoroughly familiar with the session and its content.

6) Assign shared responsibilities of co-trainers.

7) During the presentation, keep in mind the structure of the session, i.e., introduction, major points, summary.

If you are not confident of your own knowledge in the content of one of the sessions, the resources in the discussion guides as well as the bibliographic material cited will be useful. It is also important that someone be available to respond to Peace Corps administrative policy concerns related to COS. Staff should also be prepared to describe the support services available to RPCV's after they return home. The "Former Volunteer Services Resource Manual" contains most of the information needed to describe these support services.

Adding to the Given Design

Not included in the design description are exercises relating to "Energizers" or "Daily Evaluation". However, according to the trainer's own sense of the group's energy level and available time each day should begin with some sort of energizer and end with a brief evaluation activity. The trainer will also want to include energizers at other points in the workshop such as after lunch, mid-afternoon, or at the beginning of a new session. Suggested "Energizers" and "Daily Evaluations" were outlined previously on pages 17-18 and 19 respectively.

Sequence for Session/Exercises

For each session/exercise the trainer should:

- Lead Energizer - if appropriate/needed
- Explain purpose of the session/exercise
- Review specific goals and objectives

Session/Exercise sequence - cont.

- Summarize major activities contained in session/exercise
- Conduct activity - lecture, worksheet, or discussions using materials provided
- Summarize the session to review main points and emphasize linkages to previous and forthcoming sessions
- Provide time for participants to record in journals
- Conduct "Daily Evaluation"

Remember the time allotted for each activity is approximate. More or less time may be required or desired depending on group size and needs. While some flexibility is "built-in", scheduling should allow for adequate coverage of all activities in each session.

WORDS ABOUT TRANSITIONS

One key to any training program "hanging together" is the participants understanding of how the pieces (i.e. sessions and exercises) fit together.

It is important to bridge each exercise and/or session with the one(s) that precede and follow it. These transitions are done simply by summarizing what has already happened/been accomplished:

> *Thus far we've had a chance to get to know each other, review the goals of the workshop, and reach agreement on what we might expect from the workshop...*

Then link it to what is going to happen.

> *....as we said in the discussion on goals and as you listed in your expectations, one of the areas we want to cover is leaving/reviewing your PC experience. At this point in the workshop we want to give you an opportunity to review your individual and collective accomplishments during your PC work....*

And link to future sessions or activities.

> *In addition to being helpful in managing your leaving PC/(country) this session will also generate useful data that we'll use in the session preparing resumes and or development education back home.*

Each session/exercise needs to be explained with these linkages in mind. As you prepare to introduce individual activities take a few moments to determine what these transitions are and which ones you need to highlight as you explain the goals of each activity.

COS WORKSHOP SCHEDULE

DAY I - morning	
Session I - Welcome, Expectations, & Getting Acquainted & Getting Acquainted	(Total Time: 2 hours)
Exercise I - Workshop Overview	35 minutes
Exercise II - What's in a Name	30 minutes
Exercise III - Expectations	30 minutes
Exercise IV - Working Together	20 minutes
BREAK	15 minutes
Session II - Reviewing the Peace Corps Experience	(Total Time: 3-4 hours)
Exercise I - Coat of Arms	60 minutes
afternoon	
Exercise II - The Volunteer and Development	90 minutes
BREAK	15 minutes
Exercise III - Learning from Success	90 minutes
DAY 2 - morning	
Session III - Values, Skills and Resumes	(Total Time: 3 hours)
Exercise I - Identifying Work Values	50 minutes
Exercise II - Skill Identification	60 minutes
Exercise III - Writing Job Objectives	30 minutes
BREAK	15 minutes
Exercise IV - Developing a One-Page Resume	70-90 minutes (may run into afternoon)
afternoon	
Session IV - Getting a Job	(Total Time: 2 hours)
Exercise I - Contacts, Interviews and Morale	1 hour
Exercise II - Tips and Strategies	1 hour
BREAK	15 minutes

Workshop Schedule - Continuted

DAY 2 - afternoon - continuted

Session V - Reviewing the PC program	(Total Time: 1-1½ hours)
(OPTION: This may be scheduled as an evening Session if afternoon seems too long)	

DAY 3 - morning

Session VI - Preparing for Re-entry	(Total Time: 4½ hours)
Exercise I - Guided Fantasy	25 minutes
Exercise II - Moving On	60 minutes
BREAK	15 minutes
Exercise III - Re-entry Concerns/Problems/ Resolutions	90 minutes

afternoon

Exercise IV - Educating the Folks Back Home	90 minutes
Session VII - Nuts & Bolts, Forms & Procedures	1-1½ hours

SESSION I

WELCOME, EXPECTATIONS and GETTING ACQUAINTED

SESSION I

WELCOME, EXPECTATIONS, & GETTING ACQUAINTED

Total Time: 1 3/4 - 2 hours, depending on size of group

Goals:

- To provide an overview of the workshop goals and activities
- To share expectations
- To begin the process of leaving the host country
- To provide an opportunity for facilitators and participants to become better acquainted

Overview:

The beginning session is critical to establishing the climate for the workshop and assuring that everyone understands the intended outcomes; the methods of training; and the ground rules for the conduct of the workshop. It is also the time for people to get acquainted. Even if they have met before, it is helpful to have participants re-introduce themselves in some way that is relevant to the workshop.

Exercises:

1. Workshop Overview/Goals
2. "What's in a Name"
3. Expectations
4. Working Togther

Materials:

- Flip charts, marker pens, tape
- Handouts: pencils
  participant notebooks
  "What's in a Name"

EXERCISE I - Workshop Overview

Total Time: 35 minutes

Overview:

The purpose of this exercise is to introduce the trainers and other staff and to provide a brief review of purpose and goals of the workshop.

Procedures:

Time	Activities
Welcome 5 min.	1. Welcome and Getting Acquainted - Introduce yourself and welcome participants to the workshop. Introduce any persons responsible for the workshop (sponsors, etc.) and provide an opportunity for them to welcome participants.
Overview 10 min.	2. Workshop Overview - In the description of the workshop the following points may be made:

- *For the most part this workshop is just a "staging" for your trip back to another country with a culture that is different from the one in which you've been living for the last 2 or 3 years. The major difference now is that you have a bag of skills to to use in adapting to the country and culture of the U.S. We hope this workshop will help you focus on those skills and how they may be applied to your transition back home - including getting back to school, finding a job, as well as relating your PC experience to friends and relations, etc.*

- *Attendance at all the sessions is important since the work we'll do in the earlier sessions will be used in some of the later sessions. We've tried to design the workshop so it flows logically and so the sessions build on each other.*

- *Use the notebooks as a journal to record things you want to remember and be able to use later. Those notes along with the materials we will give you will provide you with a reference book that we hope will be useful to you once you get back to the U.S. and unpack it from your freight.*

Exercise I - Overview - cont.

20 min. goals/schedule on flip chart

3. Workshop Goals/Schedule - Briefly review the goals of the workshop and explain the sequence of the sessions. Workshop goals and the titles and sequence of sessions should be displayed on a flip chart for this presentation.

Put on flip chart the following (use your own words)

Goals

a) Putting closure on your PC experience
b) Looking at your and PC's role in development
c) Preparing for re-entry - what to expect and how to minimize the stress of going home
d) Preparing to share your PC work through development education (PC Goal #3 - sharing the PC experience, educating the public about development and integrating the experience into your future life)
e) Time out to examine in a structured way where you are in your life and where you are/would like to be going
f) Identifying clearly your major skill/interest
g) Writing a resume - things to consider
h) Getting the job/position you want
i) Some of the "nitty gritty" about termination - tickets, packing and shipping, paperwork, etc.
j) Reviewing the PC (country) program

EXERCISE II - What's in a Name

Total Time: 30 minutes

Objectives:

- To allow participants to get acquanted.
- To get people talking.
- To begin building a sharing atmosphere.

Overview:

This exercise gives participants an opportunity to get to know each other. Even if they have met/worked together before, this activity allows them to get reconnected and begins to get them talking and interacting.

This exercise is the first in which the participants share something about themselves. The design suggested here is, therefore, fairly simple and doesn't involve a lot of risk. You may choose another exercise with which you are more comfortable and gets at the same goals.

Procedures:

Time	Activities
Introduction Set-up 5 min.	1. Introduce exercise by stating the purpose and asking participants to divide into groups of 4-6 people.
25 min. Small group Distribute "What's in a Name"	2. After groups are divided, distribute the handout "What's in a Name". *I am going to ask you to do some sharing about your name. Take a look at this sheet. It has some questions about your name such as: How did you get your first name? Do you have any stories related to your name, etc., etc. Each person take about 4-5 minutes and talk a little about your name keeping these questions in mind. This will give us a chance to get acquainted again and to begin to establish a sharing atmosphere.* You may join one of the groups as a participant after you have set up the exercise and are sure the groups are working well.

Exercise II - "What's in a Name" - cont.

Time Check	Let the groups know when 5 minutes are left for completing the exercise.
Summary 5 min.	3. Ask group to share some of the interesting "stories" about names.

NOTE TO TRAINERS:

Listed below are five possible introduction exercises that can be used. The trainer may prefer to use another exercise that will accomplish the same purpose.

1) Dyad and Quartet

Each person meets and gets to know one other person; he/she, in turn, introduces his/her partner to another dyad.

2) Depth Unfolding Process

Because it takes five minutes per person, this exercise should be done in small groups. The leader should disclose first to make trainees more comfortable.

In the first three minutes, tell what has brought you to this point in your life. Use one minute to describe your happiest moment as a Peace Corps volunteer. Use the last minute to answer questions from others.

3) Structured Introductions

In dyads, small groups, or in the large group, participants can talk about their happiest moments, write a goodbye letter to host country friends, write a press release about their return to the U.S.

4) Life Map

Each person draws on newsprint with crayons or magic marker a picture of his/her Peace Corps experience, using stick figures and symbols.

5) Sentence Completion

The trainer presents a series of unfinished sentences, asking each group member in turn to complete the statement.

Example:

One of the things I like best about my Peace Corps experience is.....

The thing I will miss most is .....

EXERCISE III - Expectations

Total Time: 30 minutes

Overview:

The purpose of this exercise is to provide each trainee with the opportunity to identify and clarify his/her own goals and interests for the workshop. It also provides an opportunity to match participant goals with the content of the workshop and to negotiate any inconsistencies which may exist.

Procedures:

Time	Activities
Introduction 5 min. Put items on flip chart	1. Explain purpose of exercise then ask participants to write in their notebooks the expectations they have for the workshop. Expectations may include things they want: - to know - to have given to them - to have happen/not happen - the facilitators to do/be - the other participants to do/be - to be able to do. Encourage them to write quickly and to try to record as many items as possible. Allow no more than 5 minutes for this activity.
Reporting Expectations 20 min.	2. Ask participants to share their expectations with the large group - one participant giving one expectation which has not been stated before. Get at least one statement from each participant. Record each item on newsprint/flip chart.
Match expectations to Goals 5 min.	Take a few minutes to review the list of expectations. Comment and eliminate those that the workshop cannot hope to address. Account for all expectations listed. Those that are not part of the agenda may be met depending on ingenuity of facilitator. Do not leave group with a list of expectations the facilitator or the program cannot meet.
Summary & Transition	4. Move from this exercise directly into the "Working Together" exercise. You may want to combine the two and describe the items under organization as some of the expectations you have as a facilitator.

EXERCISE IV - Working Together

Total Time: 20 minutes

Objectives:

- To present and discuss the administrivia re: time, coffee/tea breaks, housekeeping issues, travel vouchers, per diem, etc.
- To reach agreement regarding ground rules about attendance, participation
- To clarify role of trainer and participants

Overview:

This exercise is focused towards reaching agreement on the ground rules for how workshop participants and staff will work together. It is also an opportunity for trainers to clarify their roles and expectations.

Procedures:

Time		Activities
Introduction	1.	Review purpose and objectives of exercise
Mechanics Facilities 5 min.	2.	Present and discuss appropriate points regarding the "mechanics" of workshop including: - starting/stopping times - break/meal time - procedures re: meals - facilities - restrooms, pool, offices, etc.
Ground Rules 5 min.	3.	Give some general rules about the workshop. - Attendance - no coming & going, arrive on time - Participation - The more you give the more you get, etc. - Listening - Allow & encourage each person to speak fully before the next person begins talking. - Importance of keeping on schedule.
Norms 5 min.	4.	Discuss the group norms which will help the workshop be a success.

Exercise IV - Working Together - cont.

- Need to trust the process and trainer
- Push yourself - stretch even though it may be uncomfortable - that's part of the learning process.
- If you want to pass during any exercise you have that right.
- Avoid being judgmental with others' contributions
- etc.

Trainer Expectations Role 5 min.

5. Outline any expectations you have as a trainer as well as the role you wish to assume Responsibilities may include:

- providing structure/instruction
- introduce each activity and assist in it's completion
- monitor group energy
- manage how the group works
- probe/push/facilitate the process of "looking within"
- drink/have fun/generally enjoy the experience

Summary

6. Summarize the activity by emphasizing that the workshop is really directed at helping participants realize that they have many of the skills and information needed to meet the challenge of leaving and re-entry. The purpose of this experience is to identify those skills and apply to the situation/problems anticipated in the COS process. Doing so requires an atmosphere in which self-examination and experimentation can take place - and where we can all be resources to one another.

HANDOUTS and WORKSHEETS for

SESSION I

WHAT'S IN A NAME

Our names are one of the most distinguishing characteristics of who we are. Share with the group some of the reasons why your name is special.

Some things you might wish to share:

- Do you like your name? Why or why not?
- How did you get your first name?
- Does your name(s) have any meaning?
- What is the origin of your last name?
- Famous (or infamous) ancestors?
- Funny stories, incidents related to your name?
- Anything else you may wish to share

SESSION II

REVIEWING THE PEACE CORPS EXPERIENCE

SESSION II

REVIEWING THE PEACE CORPS EXPERIENCE

Total Time: 3-4 hours depending on size of the group

Goals:

- To provide an opportunity to explore the feelings and thoughts associated with closing out PC service.
- To develop information which will be used in later activities of the workshop.
- To identify accomplishments on a individual, program, and country basis and evaluate those accomplishments against personal and Peace Corps goals.

Overview:

The purpose of this session is to begin the process of reviewing the PCV/s experience with regard to their sense of their accomplishments and feelings on leaving the host country. Some feelings and accomplishment statements will come up in the "Coat of Arms" exercise. Other accomplishments will be noted in the "Volunteers in Development". The exercise of "Learning from Success" which reviews accomplishments will be useful in later discussions regarding resumes and development education.

The rationale for the "Volunteer in Development" is based on the assumption that PCV's often find it difficult to identify individual contributions or accomplishments. In fact they may be feeling particularily unaccomplished. The "Volunteer in Development" exercise is directed towards assisting the volunteer to not only get in touch with his/her accomplishments but to also identify with the collective accomplishments of a particular project and of the entire PC program in-country.

The "Learning from Success" exercise uses these accomplishments to begin the development of goals and skills which will be used in the development of resume and planning the job search.

All of the exercises in this session are directed at assisting the volunteer to be able to stand back from his/her PC experience, to gain perspective about it, as well as to become more articulate in explaining his/her role in

Session II - Reviewing the PC Experience - cont.

development to others. A volunteer's inability to be articulate about the Peace Corps experience and its importance to him/her personally is a limiting factor in making the re-entry transition a smooth one. This inability hurts employment chances as well as diminishing the RPCV's sense of accomplishment. It is therefore important that this review be done well.

Exercises:

1. Coat of Arms: Reviewing the PC Experience
2. Volunteer in Development: Worksheet and Discussion
3. Learning from Success: Worksheet

Materials:

Worksheets:

Coat of Arms
Volunteer in Development
Learning from Success

EXERCISE I - Coat of Arms

Total Time: 1 hour

Overview:

It is important in this session to help participants focus on both the thoughts and the feelings they have about leaving their Peace Corps experience, and about going back to the U.S. Exercises like the Coat of Arms helps do this because participants use both words - which describe thoughts - and pictures - which describe feelings.

Procedures:

Time	Activity
Introduction 15 min.	1. Explain purpose/objectives of exercise. 2. Distribute the "Coat of Arms" worksheet Prepare a copy of the "Coat of Arms" on a flip chart and instruct group by labeling sections as follows: *a. In Section #1, draw a picture of the most important "thing" you will take back home with you from the host country.* *b. In Section #2, identify 2 persons (first name only) who have influenced you the most during the past two years.* *c. In Section #3, draw a picture of one of your accomplishments as a Peace Corps Volunteer.* *d. In Section #4, describe your greatest accomplishment.* *e. In Section #5, draw a symbol or portrait which best represents your Peace Corps experience.* *f. In Section #6, describe what you would like the host country to remember most about you as a Peace Corps Volunteer.*
Coat of Arms 10-15 min.	3. Instruct participants to complete their own "Coat of Arms."
Sharing 10 min.	4. Allow participants to find partners and share their "Coat of Arms."

Exercise I - Coat of Arms - cont.

Large Group Discussion 20 min.

5. Reconvene participants in large group and ask 5 or 6 people to talk about one or two sections of their "Coat of Arms". As participants share ask questions to whole group such as:

- What things surprised you?
- What feelings do you have about leaving? Re-entry?
- What issues does it raise about leaving and and going home?

Give participants time to record in their journals.

Summary

6. Note the themes that occur during the discussion. Make the point that it is important that we keep these feelings, memories and accomplishments in mind as we prepare to close PC service and re-enter the U.S. culture. Emphasize that as the workshop continues, the information on the "Coat of Arms" will be the basis for further discussions.

EXERCISE II - The Volunteer and Development

Total Time: 90 minutes

Objective: To assist the COSing PCVs to identify and discuss the individual and programmatic contributions to the development of the community and country in which they have lived/worked. Additionally, it begins the process of attending to Peace Corps Goal #3.

Overview:

The importance of this session lies in the hope that it will assist the RPCV to be more articulate about his/her Peace Corps experience and the contribution to development. The lack of ability to describe this contribution is often based on the fact that the PCV has not put his/her experience into perspective. The volunteer frequently has little understanding of what "success" is with regard to the PC and development. The sense of success is a complex comparison of actual accomplishments against the volunteer's original expectations for contributing to his/her own development as well as that of the host country. A sense of accomplishment can be further complicated by an unconscious decision that "successes" in development must be major, earthshaking, and measurable in tons, thousands, or miles. It is equally important to realize that some successes will be centered around just "surviving", making friends, planting one new crop, or some aspects of personal growth.

It is important to remember that many volunteers may not be feeling "good" about their experience. Some will probably be feeling a sense of having wasted two years. Others may feel guilt for not having accomplished very much in the way of helping of developing the host country. It will be important to discuss that those feelings exist and that they are a legitimate part of the expression that can be made during the session. It should be emphasized that it is important not only to assess contributions as individuals but also to look at the collective effort of the project and the larger Peace Corps program.

Materials: Volunteer in Development - worksheet

Exercise II - The Volunteer and Development - cont.

Procedures:

Time	Activity
Preparation Flip Charts	1. Before the session prepare: A. A flip chart with the following: 1 2 3 4 5 6 7 8 9 10 Built Mole Hills ... Moved Mountains B. A flip chart outlining the Peace Corps Goals (see page 57)
Introduction 5-10 min.	2. Explain the objective and purpose of the exercise using the points from the overview (above).
Review PC Goals	3. Using the flip chart review the three PC goals. Point out that these goals form one basis for assessing the success of the PC's contribution to development.
Rating 10 min.	4. Explain rating of accomplishments: *For the purposes of this exercise we want to focus on Goal #1 and the Peace Corps contribution to the development of the host country. However, the clearer we become about our sense of individual and collective contributions to development the better able we will be to help the folks back home understand development.* *Let's go back to Goal #1 - you each have your own sense of how well you, your project, and the PC program as a whole addressed this goal. Think about it for a minute - How would you rate the contribution on a 10 point scale like this:* Show prepared flip chart with rating scale. Ask each participant to give his/her rating and record it with a "tally" mark on the scale. After all have given a rating, ask several participants to give the reasons for their rating.

Exercise II - The Volunteer and Development - cont.

Complete Worksheet page 1

5. Distribute Volunteer in Development worksheets.

As you think of goal #1 and your reason for your rating we'd like for you to take a closer look at your own contributions to development.

The Volunteers in Development Worksheet will help you to take a more detailed look at your individual success regarding goal #1 as well as that of your fellow volunteers, counterparts, and the PC program as a whole.

As you consider your individual and collective success/achievements/contribution to development keep in mind that an achievement can be anything you feel it is - something you feel contributed, something you are proud of - no matter how small it might seem. Successes in development include friendships, giving it your "best shot" and both beginning and/or completing projects.

Complete Worksheet 15-20 min.

6. Ask participants to work individually to complete Part I and II of the worksheet. Encourage participants to answer each question as completely as possible. Also note that this is a chance to "boast" a little. Even though we may not be comfortable with tooting our own horns, in this case it provides the opportunity to begin to review the PC experience in a meaningful way.

Allow about 15 minutes for participants to complete the worksheet.

Small Group Discussion 20-30 min.

7. After participants have completed the worksheets ask them to break into groups of 4-5 to discuss/share their responses. (The purpose of the discussion is to assist participants to gain a broader understanding of the collective contribution to development and to stimulate additional thoughts about individual achievements.) Ask each group to be prepared to summarize their discussion to the rest of the group.

Trainer Note: You will need to describe Goal #1 as going beyond just supplying personnel to include contributing to the overall development of the country. See description on Worksheet.

Exercise II - The Volunteer and Development - cont.

Large Group Discussion 30 min.

8. In the large group ask one member of each small group to summarize the points that came up in their discussion. Specifically ask for examples of:

a) Achievements/contributions;
b) Leadership;
c) Activities which may need ongoing support.

Ask each group to record their responses on a flip chart.
After a brief discussion of the examples and any other comments, go back to the original 10 point rating scale and ask participants if they would change their ratings and if so what would it now be. (It is likely that with a better understanding of the collective contribution that the ratings will be higher.) Ask for reasons for rating change or the lack of change.

Summary 10 min.

9. Summarize exercise by making the following points (as appropriate):

As you begin to look at your individual and collective contributions to development hopefully you have a better perspective on your PC experience and its importance to you and to development. In the next exercise we'll use some of the achievements you noted in this exercise to begin a more thorough look at your individual successes. Before we do that take out your notebooks and record your thoughts about the following:
(put on a flip chart)

a) I see development as _____.
b) I see that my role in development has been ___.

Allow participants several minutes to write. Conclude session by noting that as the volunteer completes their last 2-3 months in service they may want to continue to review their understanding of development as well as their role in it.

EXERCISE III - Learning From Success

Total Time: 90 minutes

Objective:

- To begin the process of transferring the PC experience to future job opportunities
- To develop a list of successes that will be the basis for the identification of skills and achievements to be used in the development of a resume.

Overview:

The purpose of this exercise is to begin to combine the success and achievements in the Peace Corps with those from previous job and non-job related experiences in order to begin to identify skills and accomplishments that may be transferred to future professional endeavors. The initial information for this exercise is drawn from the accomplishments noted in the "Coat of Arms" and "Volunteer in Development" activities. This exercise is preparatory for the activities in the next session and its thorough completion will greatly assist in the identification of marketable skills and preparation of job objectives and the resume.

Materials: "Learning from Success" worksheet

Procedures:

Time	Activity
Introduction Distribute Worksheet 10 min.	1. Option - Energizer 2. Introduce exercise and distribute worksheet: *In this exercise you'll be working individually doing some thinking and writing about your accomplishments. The exercise is called "Learning from Success" and this worksheet will help you to identify what you feel your successes have been from your PC as well as other experiences. In addition to the accomplishments you've already noted in the "Coat of Arms" and "Volunteer in Development" exercises it will also be helpful to review successes from other jobs, school, or*

Exercise III - Learning from Success - cont.

other activities in which you have been involved (church, civic groups, social organizations, etc.).

As you complete the worksheet keep in mind that a success is something you did, which you enjoyed, and/or from which you got a feeling of accomplishment and satisfaction. A success doesn't have to be "monumental" in order to be recorded here.

Review each section of the worksheet giving examples from your own experience and using those provided in the partially completed worksheet at the end of this session.

One purpose of the exercise is to develop information to be used and to define skills and job objectives for use in a resume. The more detailed you are in completing this worksheet the more useful it will be to later exercises.

Complete Worksheet 40 min.

3. Ask participants to work alone and complete the worksheet. Trainers should assist on an individual basis.

4. As participants begin to complete the final section of the worksheet, "Work Summary," you may need to review it to clarify what is needed.

Large Group Discussion 15 min.

5. In large group ask participants some or all of the following questions:

Are the things you like to do best also those at which you are the most successful?

What surprises were there for you?

From this exercise how would you summarize your strengths?

How can this be useful in completing your resume?

Summary 5 min.

6. Review purpose of the exercise. Set up for next days activities by describing what will happen and how this session's activities will contribute to it.

Journals

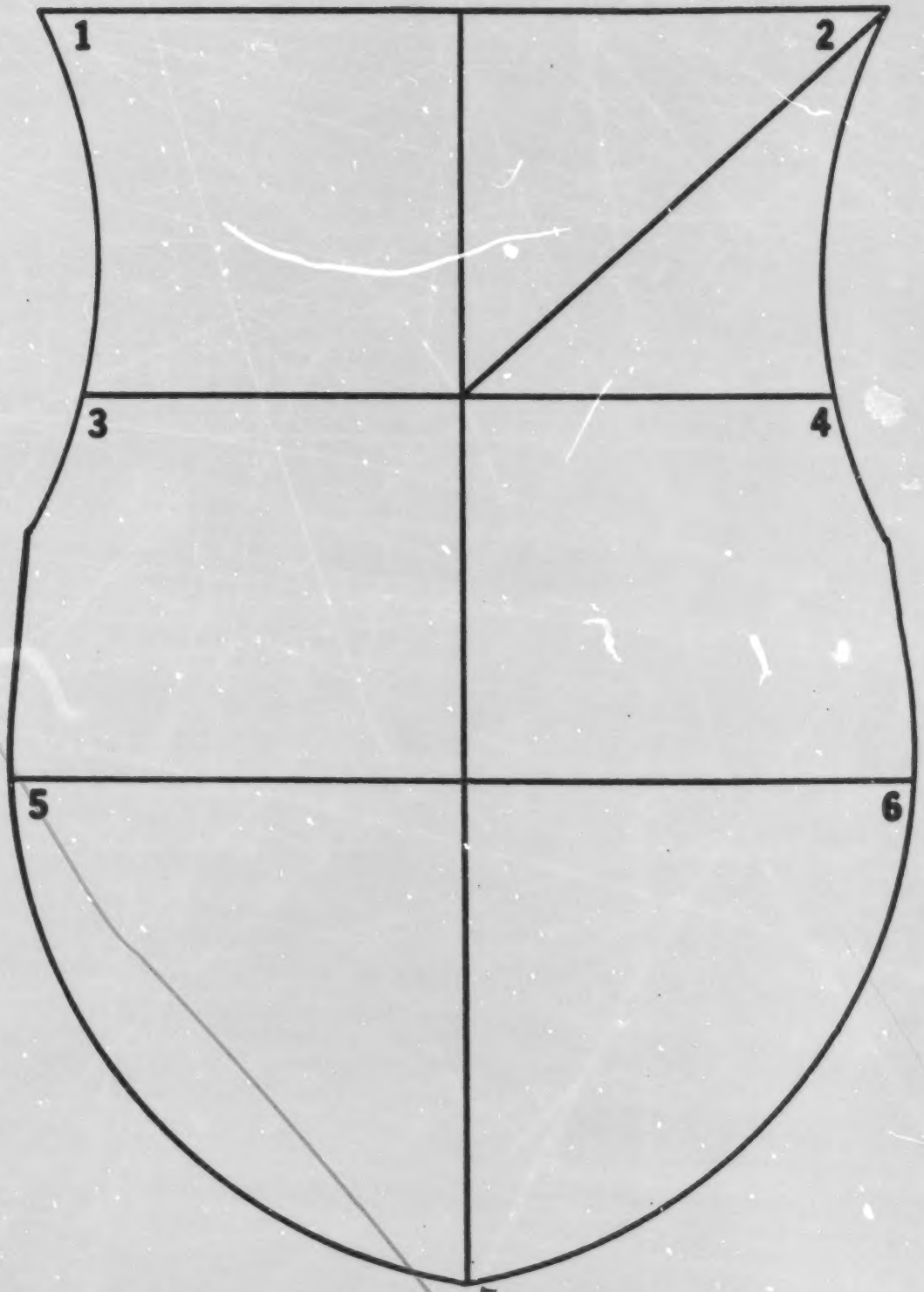
7. Give participants time to record in their journal any thoughts to remember, things they've learned.

HANDOUTS and WORKSHEETS

for Session II

SESSION II
Worksheet

COAT OF ARMS



VOLUNTEER IN DEVELOPMENT

Worksheet

Part I - Individual Contributions to Development

Peace Corps Goal #1: ....to help the people of other countries in meeting their needs for trained manpower, particularily in meeting the basic needs of those who live in the poorest areas....

Obviously, achieving this goal is far more complex than merely "putting trained bodies into a site." It is rather involved in the context of developing friendships, providing leadership, and in addressing the broad issues of development in the third world. The Peace Corps' contributions in this area combine to be the standard by which we can measure our successes and failures.

As you review this goal think of your own experience as a volunteer and what you may have contributed towards this goal. The components of development are varied and range from motivation, personal association, organization, material construction, and implementation of ongoing programs. The initiation or completion of any of the components of development may mark significant success in contributing to the overall development of a community or a country. Use the following questions as points of reference in considering first - your individual contributions and - in Part II - the contributions of your PC and HCN colleagues.

Volunteer in Development - Part I - cont.

1) What is the nature of the network of friends, acquaintances, colleagues you have developed and how has it helped in your assignment and in your life as a PCV?

2) In what ways have you provided leadership in your village/city/community?

3) Did you find yourself working through/with others or primarily alone? What were the reasons? Long-term impact?

4) What aspects of your project/assignment are complete?

5) What efforts/projects have you started that you feel will be ongoing without you?

6) What have you started that will need on-going support of either HCN or another PCV?

7) In what other ways do you feel you have contributed to the development of the host country?

Volunteer in Development - Worksheet

Part II - Contributions of Others

In addition to your own contribution you may be aware of how others have assisted in the development of the community/country. Using the questions in Part I, as well as your own observations, describe for each of the following categories:

1. The accomplishments/contributions of counterparts/HCN's
2. Your sense of what other PCV's in your project have accomplished/contributed; and
3. The contributions the Peace Corps program as a whole has made (including other projects).

YOUR VILLAGE/CITY/COMMUNITY

(1) Counterparts/HCN's

(2) Other PCV's in project.

(3) Peace Corps.

THE COUNTRY AS A WHOLE

(1) Counterparts/HCN's

(2) Other PCV's in project.

(3) Peace Corps.

SESSION II
Worksheet

LEARNING FROM SUCCESS

Your responses on this worksheet will help you to know your own abilities and skills better. Your responses will help clarify the kind of job you can do well and enjoy doing.

Most people can readily admit their mistakes and learn something from studying their mistakes. Relatively few can as readily admit their successes and study what they have done well.

For the purpose of this worksheet, a success is simply something that you have done thoroughly well, and enjoyed doing. Some of your successes may not have been important to others; what counts here is the way you feel about the things you've done.

EXAMPLES: Here are some successes that occurred to others who have worked on this course:

"Developed a vocational education school in Dar es Salaam".

"Developed an adult education program for lay people in my parish".

"Being elected president of my class in college".

"Effectively directing dialogues between blacks and whites in Cleveland, Ohio".

"Learned to speak Swahili at a FSI 3+".

"Developed a health practices manual to be used in conjunction with TEFL".

1) What is the first success that comes to your mind? Outline it briefly, tell how old you were at the time.

_____

_____

_____

_____

2) What kind of activities give you most pleasure when you are not at work? (list 3 or more)

_____

_____

_____

3) In your latest assignment, what parts of it did you do best and enjoy most?

4) After high school, what subjects did you enjoy studying? (give three)

5) In the spaces below outline briefly as many of you successes as you can. They do not have to be listed in any particular order, but it may assist you to select two or three from childhood years, a few from your teen years, and two or three from each four-year period of your life. There is no time limit, but most people complete the form in 30 to 50 minutes.

A.

B.

C.

D.

E.

Learning from Success - page 3

F. _____

_____

_____

G. _____

_____

_____

H. _____

_____

_____

I. _____

_____

_____

J. _____

_____

_____

K. _____

_____

_____

L. _____

_____

_____

M. _____

_____

_____

6) Make a check mark in the margin against those you consider your top ten successes. If you overlooked one or more important ones, use an extra page to outline those you think should have been mentioned.

Learning from Success - page 4

SECTION TWO

7) Look over the successes you checked as top ten. Which one is the greatest as you see it now? Place the letter identifying it in BOX ONE below. Mark your second greatest success in BOX TWO, and continue until you have identified all seven successes. If two or more you checked seem about equally important, link the boxes with a line.

BOX ONE BOX TWO BOX THREE BOX FOUR BOX FIVE

BOX SIX BOX SEVEN

8) Look back at the boxes which identify your seven greatest successes in question 7. In the spaces that follow describe each of your successes in enough detail to show what you actually did, and the results that make it important to you. Describe the situation briefly, tell in detail what your actions were, and indicate what the results of your actions were.

BOX ONE:

BOX TWO:

BOX THREE:

BOX FOUR:

BOX FIVE:

BOX SIX:

BOX SEVEN:

9) What are your hobbies? Give three if you can, and the number of years of your life they have been your hobbies.

_____

_____

_____

_____

10) WORK HISTORY: For each job, starting with your Peace Corps assignment, give the information asked for in each of the three columns. The middle column may contain contributions which were not part of your formal responsibilities.

EMPLOYER and dates you held job or position	YOUR MOST SIGNIFICANT CONTRIBUTION (as you see it now)	TITLE and job description
EXAMPLE:		
St. John's, Boston, Mass, 9-76 - 6-78	Planned and directed a preschool for neighborhood children. Designed curriculum, trained and directed volunteers and trained professionals to teach children. Program resulted in providing day care and learning opportunity for children previously deprived of these needs. Won Mayor's Award for Program.	Volunteer. Named Director of St. John's Preschool. Had total administrative and organizing responsibility. Supervised teachers, and managed the budget

EMPLOYER and dates you held job or position	YOUR MOST SIGNIFICANT CONTRIBUTION (as you see it now)	TITLE and job description

TRAINER
DISCUSSION GUIDES
for SESSION II

DECLARATION OF PURPOSE
(PEACE CORPS GOALS)

THE CONGRESS OF THE UNITED STATES DECLARES THAT IT IS THE POLICY OF THE UNITED STATES AND THE PURPOSE OF THIS ACT TO PROMOTE WORLD PEACE AND FRIENDSHIP THROUGH A PEACE CORPS, WHICH SHALL MAKE AVAILABLE TO INTERESTED COUNTRIES AND AREAS MEN AND WOMAN OF THE UNITED STATES QUALIFIED FOR SERVICE ABROAD AND WILLING TO SERVE, UNDER CONDITIONS OF HARDSHIP IF NECESSARY, TO

(1) HELP THE PEOPLE OF SUCH COUNTRIES AND AREAS IN MEETING THEIR NEEDS FOR TRAINED MANPOWER, PARTICULARLY IN MEETING THE BASIC NEEDS OF THOSE LIVING IN THE POOREST AREAS OF SUCH COUNTRIES, AND TO

(2) HELP PROMOTE A BETTER UNDERSTANDING OF THE AMERICAN PEOPLE ON THE PART OF THE PEOPLES SERVED AND

(3) A BETTER UNDERSTANDING OF OTHER PEOPLES ON THE PART OF THE AMERICAN PEOPLE.

SESSION II
Trainer Notes

LEARNING FROM SUCCESS

Your responses on this worksheet will help you to know your own abilities and skills better. Your responses will help clarify the kind of job you can do well and enjoy doing.

Most people can readily admit their mistakes and learn something from studying their mistakes. Relatively few can as readily admit their successes and study what they have done well.

For the purpose of this worksheet, a success is simply something that you have done thoroughly well, and enjoyed doing. Some of your successes may not have been important to others; what counts here is the way you feel about the things you've done.

EXAMPLES: Here are some successes that occurred to others who have worked on this course:

"Developed a vocational education school in Dar es Salaam".

"Developed an adult education program for lay people in my parish".

"Being elected president of my class in college".

"Effectively directing dialogues between blacks and whites in Cleveland, Ohio".

"Learned to speak Swahili at a FSI 3+".

"Developed a health practices manual to be used in conjunction with TEFL".

1) What is the first success that comes to your mind? Outline it briefly, tell how old you were at the time.

I coached a pee wee baseball league team thru the championship! I was 14 and worked with a friend. We took about 15 kids and turned them into pros!!

2) What kind of activities give you most pleasure when you are not at work? (list 3 or more)

putting together elaborate meals

doing crosswords / reading mystery novels

playing soccer / playing chess 71

3) In your latest assignment, what parts of it did you do best and enjoy most?

- Meeting people
- seeing a need that someone had and being able to help
- learning the languages of my village
- working closely w/ my counterparts to solve problems

4) After high school, what subjects did you enjoy studying? (give three)

Biology, community development, counseling, religion

5) In the spaces below outline briefly as many of you successes as you can. They do not have to be listed in any particular order, but it may assist you to select two or three from childhood years, a few from your teen years, and two or three from each four-year period of your life. There is no time limit, but most people complete the form in 30 to 50 minutes.

A. Learned to drive a tractor and other farm machinery

B. Was a class officer in each year of high school

C. Co-ordinated the first city-wide trash pick-up campaign in my hometown

D. Coached little league baseball to Farm Championships

E. Helped raise my two younger sisters

F. Developed a series of story boards about health practices to be used in conjunction w/ TEFL

G. Produced 3 film strips on personal hygiene.

H. Established a public health education program for the region in which I lived as a PCV- including well-baby classes, food handlers courses, public film showings and workshops for elementary and high school students

J. Coordinated the weekly dance for the jr. high school students at my local school

K. Played lead in 2 school plays

L. Helped build a 3-room vacation home

M. Rode a motorcycle across the US

6) Make a check mark in the margin against those you consider your top ten successes. If you overlooked one or more important ones, use an extra page to outline those you think should have been mentioned.

SECTION TWO

7) Look over the successes you checked as top ten. Which one is the greatest as you see it now? Place the letter identifying it in BOX ONE below. Mark your second greatest success in BOX TWO, and continue until you have identified all seven successes. If two or more you checked seem about equally important, link the boxes with a line.

BOX ONE	BOX TWO	BOX THREE	BOX FOUR	BOX FIVE
H	C	F	B	L

BOX SIX	BOX SEVEN
G	P

8) Look back at the boxes which identify your seven greatest successes in question 7. In the spaces that follow describe each of your successes in enough detail to show what you actually did, and the results that make it important to you. Describe the situation briefly, tell in detail what your actions were, and indicate what the results of your actions were.

BOX ONE: I worked w/ a regional health administration to develop a region-wide public health education program which used a mothballed panel wagon equipped w/ A-V equipment and 2 HCN's. I set up and conducted food handlers classes, developed outlines for brochures on health practices, and trained 2 locals to use the equipment and give health chalk talks. This project was developed from scratch. I enjoyed the challenge of having to work w/ limited resources.

BOX TWO:
As Senior class president I directed and developed a school project directed at improving the "litter" situation in my home town. I wrote press releases, coordinated assignments, developed implementation plan, appeared on local TV and radio spots, convinced local businesses to contribute barrels for trash receptacles. I enjoyed putting together all the pieces of this effort. The school received a civic service award.

BOX THREE:

BOX FOUR:

BOX FIVE:

BOX SIX:

BOX SEVEN:

9) What are your hobbies? Give three if you can, and the number of years of your life they have been your hobbies.

Little League baseball - 5

Cooking - 2½

White water rafting - 4

10) WORK HISTORY: For each job, starting with your Peace Corps assignment, give the information asked for in each of the three columns. The middle column may contain contributions which were not part of your formal responsibilities.

EMPLOYER and dates you held job or position	YOUR MOST SIGNIFICANT CONTRIBUTION (as you see it now)	TITLE and job description
EXAMPLE:		
St. John's, Boston, Mass, 9-76 - 6-78	Planned and directed a preschool for neighborhood children. Designed curriculum, trained and directed volunteers and trained professionals to teach children. Program resulted in providing day care and learning opportunity for children previously deprived of these needs. Won Mayor's Award for Program.	Volunteer. Named Director of St. John's Preschool. Had total administrative and organizing responsibility. Supervised teachers, and managed the budget
ANTIGUA, Guatemala. 4/79-9/81	Developed a regional, public health ed. program directed at improving food handling and basic health practices. Wrote and designed information brochures, developed workshops for schools. Created programs which coincided w/ building of health facilities - piped water, bath houses, clinics etc. Program has now been adopted as part of national strategy	Volunteer. Acted as Coordinator for Public Health Education with a Guatemalan. Prepared budget proposals, developed annual plan, trained my replacement.
Wichita, Kansas 6/75 - 9/80	Managed produce section of a small supermarket. Reduced spoilage by several percent and expanded line of fresh vegetables to include health food items not available in other stores.	Produce Manager Leekers IGA. Ordered and stocked all produce Supervised one part time worker. Filled in at check-out counter when needed.

EMPLOYER and dates you held job or position	YOUR MOST SIGNIFICANT CONTRIBUTION (as you see it now)	TITLE and job description

SESSION III

VALUES, SKILLS, and RESUMES

SESSION III - VALUES, SKILLS, and RESUMES

Total Time: 3 hours

Goals:

- To examine values that are important to people as working individuals
- To identify skill areas from both volunteer and personal/work/school experience in which participants have demonstrated skills
- To develop a vocational objective
- To practice writing a resume

Overview:

The exercises in Session III are intended to assist volunteers to identify things that are important to them in a working situation; to identify marketable skills that can be offered to prospective employers; and to put both into a useful resume format. The accomplishments already recorded by the participants in the "Volunteer in Development" and "Learning from Success" exercises are used to generate detailed descriptions of the volunteer's skills. Participants are also asked to review their successes from other areas of their life and to analyze the skills used in achieving those accomplishments.

The first exercise assists the volunteer to consider the factors in work which may be most important in making decisions about a job, its location, responsibilities, challenges, benefits, and compensation. While participants are not asked to write about these values, it is key that they are aware of them as they go through the process of finding a job.

The identification of skills is a key factor in career development and may be key to the PCV in particular. For the COSing volunteers who are having trouble valuing the PC experience as something useful to their future the identification of specific, transferable skills will provide an important link to their re-entry process.

The resume development exercise is focused towards assisting the volunteer to translate the PC experience into language that clearly communicates the special attributes a RPCV brings to a potential employer.

Session III - Values, Skills, and Resumes - cont.

Exercises:

1. Identifying Work Values
2. Skills Identification
3. Writing Job Objectives
4. Developing a One-Page Resume

Materials:

- Worksheets:
  Values Ranking Sheet
  Skills Identification
  Learning from Success (from previous session)
- Handouts:
  Skill Areas and Verbs that Reflect Them
  Managing Your Job Campaign (two sections)
    1. Your Skills and Your Resume
    2. The Job Objective
  How to Write a Resume that Brings Results
  The One Page Resume

Trainer Notes:

1. Read the Discussion Guides provided for this session.

2. Language - Words such as job "campaign" and "marketable" skills are introduced in this session in order to typify the process of hunting for a job as one of organizing and selling. These aspects may not be comfortable to the volunteer who naively anticipates an easy time of getting a job. Getting a job is work in itself and the skills of getting a job center on one's ability to sustain the campaign and articulate his/her capabilities effectively.

3. Some of the participants in the workshop may not be going from Peace Corps to a job search. They may be enrolling in school, travelling, or already have a position secured. As trainer you may want to acknowledge this and encourage these volunteers to participate as preparation for future job campaigns and because many of the skills discussed - interviewing and objective setting can be useful to them anyway.

EXERCISE I - IDENTIFYING WORK VALUES

Total Time: 50 min.

Objective: To identify values related to the work environment.

Overview:

The purpose of this exercise is to assist volunteers to focus on those aspects of a job which are most important to them. This focus is key to the beginning of the career development/job search process in that it is these values which become the criteria for 1) selecting a job and 2) liking the job after you're in it. As volunteers work through subsequent exercises in this session they should keep in mind the priorities they identify and incorporate them into their resume and job campaign strategies.

Materials: Values Ranking Sheet

Procedures:

Time	Activities
Session Overview 5 min.	1. Give a brief description of the goals/overview and exercises in Session III. Outline the importance of carefully reviewing accomplishments in order to identify skills and transfer them to future situations, etc.
Exercise Introduction 5 min.	2. Present purpose/objective of this exercise using points made in session overview statement.
Discuss Work Values 5 min.	3. Either on a flip chart or handout (which you have prepared) give participants the following list of work values and briefly review. a) salary and benefits b) job security c) making an impact d) intellectually stimulating e) working with interesting people f) high status/prestige g) responsibility h) helping others i) opportunity to be innovative or creative j) opportunity for advancement k) living/working conditions l) wild card - what else is important to you that has not yet been covered

Exercise I - Identifying Work Values

Describe the list as a

set of factors in the work environment which most people consider important. However, each of us will probably rank each item differently in order of our personal values. As you look at the list you can probably think of the one that seems most important to you...and the one that is least important...you'll notice that the last item is a "wild card". This is provided for you to add one other factor which is of special importance to you when you consider the work environment. You can write anything you want for this item.

Give people a moment to think of a wild card item. Then procede to instructions for completing the worksheet.

Distribute worksheet

4. Individual Ranking - pass out the Value Ranking Sheet. Ask participants to write one value in each of the numbered spaces on the sheet in the order of priority with the #1 highest priority and #12 as the lowest priority.

It is OK to move/change the priority as you go. If you haven't completed the wild card yet you may find something will come to mind as you do the ranking.

Discuss in Pairs 20 min.

5. Working with partners. Ask participants to choose a partner and discuss with them their work value rankings using the following questions as a guideline. (put on flip chart)

a) Share your rankings with your partner taking time to share the reasons for your top 2 choices and your bottom 2.

b) How do you think your answers would have been different if you had done this before your Peace Corps experience?

c) Any surprises in your ranking?

d) How closely does your current Peace Corps assignment match your list of priorities?

Exercise I - Identifying Work Values - Cont.

e) What are the implications of your rankings? In terms of vocational choices? Job search?

Summary
10 minutes

6. Ask participants to share some of the major things they have learned from the exercise and how they might apply in returning to the U.S.

Summarize by emphasizing the importance of doing something we value positively: It is most likely that many of the jobs or activities we least enjoy are those that are not aligned with our values. So as you (the participants) think of your next job/school it will be important to keep these values in mind.

EXERCISE II - SKILL IDENTIFICATION

Total Time: 60 minutes

Objective: To generate a list of skills which are transferable from previous experience to future work situations.

Overview:

The purpose of this exercise is to assist the participants in identifying marketable skills by which they can represent themselves as they seek a job.

This is a difficult task. Most of us are not experienced at breaking what we do (have done) down into specific skills. We tend to talk in vague terms such as "I graduated...." or "I haven't really done anything." It is also important to include all previous successes - Peace Corps, non-Peace Corps, and both job and non-job related experiences. Encourage participants to avoid statements that are too narrow or two broad. The more specific the statement the better.

Materials: "Learning from Success" worksheet from Session II
"Skill Areas and Verbs That Reflect Them"
"Managing your Job Campaign - Your Skills and Your Resume"

Note: Before the session, using the "Skill Areas and Verbs...." handout write the Skill Areas (not verbs) on 2 or 3 sheets of newsprint with space below each to record verbs.

Procedures:

Time	Activities
Introduction 5 min.	1. Introduce the session by explaining the purpose:

Just as understanding your work values is important so is understanding the skills you have which can be marketed to a potential employer. Because for many of you, the Peace Corps may have been your first job it is even more important that we review what you have accomplished and look at those accomplishments in light of the skills you had to use in order to achieve them. Everything we accomplish requires some skill or sets of skills.

Exercise II - Skill Identification - cont.

So in this session we're going to use the "Learning from Success" worksheets you completed in Session II as a starting point to identifying your skills. Later we'll use these skills to develop a one page resume. The final goal is to help you identify your qualifications and to present them in a way that will make your resume stand out from others .

Handout

2. Distribute and Review the Handout "Your Skills and Your Resume"

Skills Discussion 10 min.

3. Skills and Verbs - Discussion. Using the Skill Areas on the flip chart work with the entire group and ask them to generate verbs for each area. Record responses on the chart. Doing this in the large group will help them get the idea of what is meant by skills, verbs, etc. and will help them in breaking down their accomplishments. It is also likely that they will come up with additional verbs and skill areas. These can be added to the handout after the discussion is completed.

Make the point that these skill areas and verbs are probably representative of those which relate to their accomplishments list. And it's this type of list that we want to develop in preparation for writing a resume.

Distribute Skills ID Worksheet

4. Distribute "Skills Identification Worksheet" and ask participants to take out the "Lessons from Success" worksheet. Instructions:

Using the "Learning from Success" worksheet from the last session, we want you to work in groups of three to develop individual lists of verbs and skill areas. You will find it helpful to talk about your accomplishments and have the other members of your group ask questions and feedback the verbs they heard you use in describing the accomplishment. Record your lists on the Skills Identification Worksheet Part I. It's important to work at this, it's not easy because we're not used to doing it. Be sure to analyze PC and non-PC successes as well as job and non-job related successes.

Exercise II - Skill Identification - cont.

Demonstration
5 min.

Demonstrate the process: Work with one of the participants.
(Ask other participants to note action verbs as they listen to your demonstration.

Facilitator: Warren, what is one of your Peace Corps successes?

Warren: I did a research study for dairy projects (This is a typical success story - a good project - but the Volunteer's description lacks in defining the skills needed to do the study. So it's up to the other Volunteer partners to draw him out, in order to identify skills.)

Facilitator: Did you propose the study or was it assigned to you?

Warren: The topic was assigned to me but I developed the study format and, based on my research, designed a program that will allow them to evaluate small dairy farmer programs in the future.

Facilitator: How did you get the information for your study?

Warren: I did some research at headquarters. Then I designed a program outline to identify the dairy practices of a small dairy farmer. According to this program criteria, I drew up a list of successful farmers from office records. Then I selected farmers' names at random and went out and interviewed them about their dairy practices.

Facilitator: What did you do with this information?

Warren: I had to assemble and analyze the data and then evaluate it.

etc.....etc....

Group
Discussion
5 min.

To the Group: What verbs did you hear Warren use in describing his "success"?

Possible responses from the group:
develop, design, evaluate, research, interview, analyze, etc.

Exercise II - Skill Identification - cont.

What kinds of categories would you group these verbs into - identify some basic skills....refer to the "Skill Areas" handout. Possible areas include: administrative/managerial, community organization, etc.

5. Use the worksheet to demonstrate how to complete Parts I and II using the example with the volunteer you just completed.

Part I:
Accomplishment: Research Study for Dairy Projects
Verbs: develop, design, evaluate, research, interview, analyze, write

Part II:
Skill Area: Community Organization
Verbs: Interview, Analyze, Design

Skill Area: Research
Verbs: Analyze, Interview, Develop, Evaluate

Do this with 2 or 3 volunteers. You should also model an example using a non-job related success such as remodeling, organizing activity, or a school project.

Part I
Work in small groups
30 min.

6. When you are sure that participants understand the process ask them to begin work in their trios on Part I. Encourage group members to help each other by listening and listing verbs they hear as others describe successes.

Part II
Skill Areas
10 min.

7. Part II - Skill Areas - Ask participants to use the list of skill areas and verbs to aggregate their verbs into skill areas. Part II of the worksheet provides space to record the skill areas and appropriate verbs.

Large Group Summary

8. Ask participants to report out some of the skill areas they have identified. Review major points from "Your Skills and Your Resume".

EXERCISE III - WRITING JOB OBJECTIVES

Total Time: 30 minutes

Objectives: To write a job objective for use in a resume.

Overview:

The purpose of this exercise is to assist the volunteer to combine work values, skills and successes into a single statement which may be used as a "job objective".

This is intended to be a short exercise. Participants now have enough data to quickly assemble the information needed to develop an objective.

Materials: "Managing Your Job Campaign - The Job Objective"
"One-Page Resumes"

Procedures:

Time:	Activity
Introduction 5 min.	1. Distribute "Managing Your Job Campaign"- The Job Objective" and "Examples of One-Page Resumes".
	2. Explain the exercise.

When you write a resume, do not give the impression that you will do any job. Write out a specific job objective and your skills and it is more likely that you will be considered.

Write a concise statement of what you want to do and what are the skills you have and a few examples of how you have been successful using those skills. You may/may not put down the specific type of job you want.

If you do not know what you want to do, you may need to do some research to narrow down to a few careers and speak to a few people who are in that career/field.

There is value in learning the jargon related to the job, and using it in writing your job objective and resume.

Exercise III - Writing Job Objectives - cont.

There are a total of 8 examples of job objectives. Four are in "Managing Your Job Campaign - The Job Objective" handout and 4 more examples in each one of the "One-Page Resume" handouts.

Writing Objectives 20 min.

3. *In your notebook, write a job objective. Focus on one possible career, take a look at what that is, what are the skills in brief, how you use these skills. Use the 8 examples as a model, and then include your own.*

Float to give individual assistance. You may need to spend some time with those having trouble with this exercise discussing why it is difficult. Do they know about the variety of jobs in the vocational area they wish to explore? If not, they may need to do some research - discuss ways this could be done.

If they seem to lack the skills they need to get the job they want, you may want to spend more time discussing what skills they need and how they might get them.

If their job objective is very broad, or they are aiming for 2 or 3 different positions, they should prepare 2 or 3 different job objectives and, later, 2 or 3 different resumes.

Summary 5 min.

4. Close the exercise by having several participants read their objectives. Review purpose of job objective and describe how it will be used in writing a resume.

EXERCISE IV - DEVELOPING A ONE-PAGE RESUME

Total Time: 70-90 minutes

Objective: To practice writing a resume.

Overview:

The purpose of this exercise is to use the successes, skill areas and verbs and the job objective to develop a one-page resume. The resume that is developed can be used as a "functional resume" on its own or as a cover sheet to a more exhaustive summary of experience.

Materials: "The One-Page Resume" plus sample resumes
"How to Write a Resume that Brings Results"

Note: See Discussion Guides at the end of this Session for tips and points to make during this exercise.

Procedures:

Time	Activity
Preparation	On a flip chart:

The One-Page Resume contains:

A.	Limited personal data	Name, address, phone, date of birth (rather than age which could change during the time you use use the resume)
	If relevant-	Military status, Marital status health status
B.	Job Objective -	summary statement of experience or skills
C.	Relevant skills that support job objective	Examples of effectiveness Evidence of expertise Selected areas of achievement
D.	Summary of relevant background (be brief)	Educational background Summary of experience or qualifications summary

Exercise IV - Developing a One-Page Resume - cont.

On another flip chart:

KEY WORDS

adapted	recommended	solved
created	reinforced	streamlined
developed	revamped	planned
expanded	responsible	proposed
guided	revised	amplified
implemented	scheduled	tied together
improved	set up	

Introduction

1. Introduce exercise by explaining purpose and objectives (Note: this may be a good time for an energizer)

Overview
15 min.

2. Distribute and Discuss "One Page Resume"

This can be the cover sheet of the more traditional resume, it serves as something useful. You can regard this one page resume as your calling card, an attempt to create an interest in you, to summarize your skills. Give the interviewer something to bounce off when they are interviewing you.

Referring to your flip chart, outline and discuss the contents of a one-page resume... Additionally, you may make the following comments.

This resume puts a focus on what you see as your strongest points. When you have finished your resume, take the draft and print it up properly and then share it with someone - a friend, someone in your family a colleague - get some feedback from the other person. You present this resume to a potential employer when meet him for a job interview. It immediately focuses his/her attention on the type of job you are looking for based on your job objective statement and tells him/her what skills you have. It allows you to speak about what you feel are your vocational strengths. It's important that this resume be short, concise, neat and highlight your strengths.
If you are looking for a job in several unrelated fields, prepare two differing one-page resumes, with two different job objectives, and highlight the skills appropriate to the objective.

Exercise IV - Resume - cont.

You want to select strong words to describe your skills - action verbs. This is a list of suggested strong words - verbs. Choose those words that describe your skills best.

Action Verbs

Strong words - verbs. Display newsprint sheet KEY WORDS prepared in advance. You may want to ask for other verbs that might be useful. Point out that these verbs are similar to the ones identified in the Skills Identification exercise.

3. Distribute handout "How to Write a Resume that Brings Results".

Right now, this is for your information only. You will notice on the page titled "Some Key Words for More Effective Resumes", this will also be helpful to you in writing the longer more detailed page of your resume.

Spend about the next 40 minutes working on your resume. Incorporate your job objective, a definition of your skills and mention some of your successes. Use the resume handouts as guidelines and examples. I will work with any of you who would like help.

About 30 minutes before the end of the session convene the large group to discuss additional tips about writing resumes and completing SF-171's. Note: Discussion Guides in this section will help you prepare for this discussion, particularly by the list of do's and don't's about resumes and SF-171's. The FVS Manual is also a good source of model resumes and SF-171's. Several resumes are included in the discussion guides.

HANDOUTS and WORKSHEETS

for Session III

VALUES RANKING SHEET

SESSION III
Worksheet

1	7
2	8
3	9
4	10
5	11
6	12

SKILLS IDENTIFICATION WORKSHEET

Part I - Identifying verbs

Using the accomplishments you listed on page 4 of "Learning From Success" identify the things you did in order to achieve the accomplishment. As you think and talk about each accomplishment "listen" for action verbs - develop, research, analyze, conduct, design, etc. Record those verbs and others that your partners may give you.

ACCOMPLISHMENT:

VERBS:

ACCOMPLISHMENT:

VERBS:

ACCOMPLISHMENT:

VERBS:

ACCOMPLISHMENT:

VERBS:

ACCOMPLISHMENT:

VERBS:

ACCOMPLISHMENT:

VERBS:

ACCOMPLISHMENT:

VERBS:

SESSION III
Handout

SKILLS IDENTIFICATION WORKSHEET

Part II - Developing Skill Areas

Using the "Skill Areas and Verbs" handout, review the verbs you identified for your accomplishments and develop logical skill areas. If a skill area is not on the handout you should add it.

Record your skill areas and the verbs that go with each.

SKILL AREA: _____

VERBS:

SKILL AREA: _____

VERBS:

SKILL AREA: _____

VERBS:

SKILL AREA: _____

VERBS:

SKILL AREA: _____

VERBS:

SKILL AREA: _____

VERBS:

SESSION III
Handout

SKILL AREAS AND VERBS THAT REFLECT THEM

Community Organization

- catalyzing
- organizing
- assessing needs

Administrative/Managerial

- budgeting
- program planning
- fund raising
- problem solving

Training/teaching

- instructing
- tutoring
- developing curriculum

Executive/Leadership

- supervising
- planning
- deciding
- trouble shooting

Communication

- listening
- writing
- speaking

Sales

- marketing
- advertising
- promoting

Mechanical/Technical

- repairing
- operating
- building
- designing

Artistic Skills

- creating
- imagining
- designing

SESSION III
Handout

MANAGING YOUR JOB COMPAIGN

Your Skills and Your Resume

Why are Skills important?

They are your tools. You have developed them over your entire lifetime - in your work life, in your community life, in your family life - as a paid worker, as a volunteer, and as a contributing member of your family and community.

Your skills are Marketable, Portable and Flexible. You use your life tools to serve others, yourself, and the organizations with which you are associated. Your skills travel with you wherever you go, and you employ them in many arenas of activity.

Your skills are an integral part of you. In a rapidly changing world you may change career several times in your life, by choice or because your job becomes obsolete. Therefore, it is useful to be aware of your skills and to think creatively about how many ways you can use them effectively.

For example, managers manage:

baseball teams	the federal government
households	the local chapter of NOW
fast food stores	refugee camps
churches	dance companies
hospitals	etc.
day care centers	etc.
corporations	etc.
offices	

Using your skills to maximum capacity is what makes a job vital and exciting.

Bonnie L. Damron

MANAGING YOUR JOB CAMPAIGN

The Job Objective

This part of your resume may incorporate:

1) Your career goals

2) A summary of your skills

3) Suggestions about the type of job you are seeking:

- counseling supervisor
- project director
- public health educator

4) Examples of your successes

You will notice that all this can be done in a short, clear statement.

Some examples of job objectives are:

1. An executive position using my skills as an administrator-organizer, curriculum developer and teacher.

2. Position using my leadership, organizing and communication skills. I am especially interested in applying my skills to marketing and promotional activities. Past experiences demonstrate that I have the ability to plan and implement programs and to coordinate personnel and material resources. I have also devised fund raising strategies.

3. Position using my research and writing skills as well as my organizing and administrative abilities. My experience includes the areas of manpower, economic development and international trade.

4. Position using my managerial, analytical, writing and verbal skills. Past experience demonstrates my abilities to train and supervise personnel, manage the full operation of highly sophisticated tele-communications systems, and facilities and develop techniques for testing, quality control and problem solving.

SESSION III
Handout

HOW TO WRITE A RESUME THAT BRINGS RESULTS

The current economic climate is causing the greatest uprooting of personnel ever seen in recent years. And the competition for jobs is therefore greater and keener than in the past.

When an individual seeks a new position, the resume, of course, plays a vital role. However, a resume is not only for emergencies. It should be carried in the "knapsack" of every working person even if he/she does not intend to change positions - since it can be a valuable professional tool for self-appraisal and can substantially shorten the search for a new position should a sudden change become necessary.

There are as many ways to prepare a resume as there are "experts" counseling on the proper approach to preparing a resume. There is even a school of "nonresume" advocates. One of the most successful approaches is what is called the "Positive Resume," which was developed as a result of research and analysis of thousands of resumes examined throughout the country over a five-year period.

THE THREE BASIC INGREDIENTS

A Positive Resume contains three basic ingredients:

1. *Your Positive Image.* Like the old refrain, "you've got to accentuate the positive and eliminate (de-emphasize would be more accurate) the negative." You accentuate the positive by carefully positioning the most important features of your background first and by providing greater space for these features.

2. *Your Positive Contribution.* You should indicate, in some way, how you contributed to your organization or company, e.g., how you aided in developing new programs, how you helped improve customer or client relationships, how you did your job or handled your department better than expected.

3. *Your Positive Appeal.* At the end of your resume, you must lightly "toot your own horn." While you must be careful not to appear pompous, conceited or arrogant, there is nothing wrong with making truthful statements to the effect that you:

Work hard
Have a flair for getting things done
Have the ability to get along well with people

How to Write a Resume ... Cont.

Are energetic
Are ambitious
Are a self starter
Work well with minimum resources.

If such self-acclaim makes you uneasy, never forget that a resume is a sales device. In it, you are trying to sell your most important commodity -- YOU. If your resume has no "sell" it is negative - which causes you to compete in the employment market with a major handicap. This is because many employers may consider your failure to present yourself in the best possible way as a reflection upon your intelligence, your ability, or your ambition.

An examination of thousands of resumes revealed that maximum results were obtained, with the private sector, by utilizing all three of these positive ingredients. As the number of positives used decreased, so did the results. Those who used none of the positives did quite poorly.

A really good resume must be written by you. While editorial advice can be helpful, it is a sad mistake to have someone else write your resume. The professionally written resume is easily spotted by experienced personnel people. Some firms, in fact, sort these out first and throw them away.

The resume should be easy to read. Work on the assumption that the entire resume will not be read. Therefore, emphasize the salient points you want the reader to see before you lose him/her. Conversely, de-emphasize your weaker points.

Here are some of the most important do's and don'ts of resume writing.

SOME IMPORTANT DO'S

• Be accurate, but not precise to the extent that it becomes ludicrous. Leave out exact dates; months and years are okay. If the employment is a long one, just use years. Too much detail is not only boring, but suggests that the candidate overlooks the big picture in favor of minor details. Keep in mind that the organization is not interested in your wife's name, your children's names, your high school (if you have a college degree), your supervisor's name, the exact address of your employers, your Social Security number, and the details of your health.

• Stick to the facts. Do not expound upon your personal philosophies.

How to Write a Resume...cont.

• Eliminate unnecessary words. Avoid the first person "I" It's all right to use it occasionally, but that's all). Completely avoid the third person "he." Do not use the word "resume".

• Where possible, use an action word as the first word of a sentence. (A list of some suitable ones is shown at the end of this article.)

• Make the resume serve a single purpose. If you qualify for two types of positions (such as a counselor in social services and as a manager of a training program) it will be necessary for you to have two resumes, accenting the features of interest for the position you are applying for.

• Mention your interest in sports and hobbies (if you so desire) but not to the extent that it would appear that they monopolize your time. It should not be a feature of the resume and if used should appear near the end.

• Use birth date, not age. The major reason for this is that the birth date does not change annually, whereas the age does.

• Number the second page of the resume, and put your name on the top of that page (no address on second page).

• If your background includes an important amount of a particular skill area, by all means give the reader a summary of the type of organizations you served. A very brief description of some of them is important, e.g., one of the largest consulting firms in the U.S.; a multi-plant electronics manufacturer; a trade magazine publisher; an international development corporation; and other employers such as hospitals, hotels and retail.

• Mention the following, if they apply:

Foreign languages
Business organizations
Special courses
Your published articles in related fields
Business and educational honors (state rank in class if flattering)
Citizenship (if it is not obvious from the record that you are a U.S. citizen)
Licenses, such as RN, PT, CPA, etc. (do not list licenses of a minor nature).

How to Write A Resume....cont.

SOME IMPORTANT DONT's

• Don't be too unconventional in the physical make-up of the resume. Use 8½ x 11 white or ivory rag paper. The resume should be typed neatly and multilithed. The layout should be simple - no gimmicks, no binders, no fancy folds.

• Don't let the resume run over two pages long (except in special circumstances). It may be better on one sheet if it's not too crowded.

• Don't say "prefer to _____", but "would consider ____" It would be difficult under these circumstances to attract an offer for something you "would consider," which is really not a preference.

• Don't date your resume with the date of preparation.

• Don't use "etc." A resume is never complete. The reader knows that you have done more than you said you did.

• Don't reveal salaries in the resume.

• Don't give reasons for terminations.

• Don't give references or state your supervisor's name.

• Don't expand on military service unless it relates to the total business background. No-one wants to know how you won the Battle of the Bulge.

• Don't mention political, religious or fraternal organizations.

• Don't lie or exaggerate.

• Don't mention race, religion, color, national origin or sex.

• Don't make any reference to height and weight. This can limit the attractiveness of your record to certain people, and there is no way of you knowing whether your dimensions are preferred.

• Don't include a photograph. You're applying for a job, not a passport.

How to Write a Resume....cont.

PRESENTING YOUR JOB EXPERIENCE

There are three basic resume styles for presenting your job experience: chronological, functional and hybrid.

The *Chronological style* (the most widely accepted) is a listing of experience in reverse chronological order (last job first). The dates of employment, the names of the companies, the title of the job, and the functions performed at each company are shown.

The *Functional style* lists the functions performed, by category. For example, a controller who uses a functional resume would possibly show categories such as :Administrative, Budgets, Cost, Systems, General Accounting. Under each category he would explain the functions that he performed regardless of what company or companies he worked for at that time. The pure functional resume eliminates all reference to names of companies and dates.

The *Hybrid Style* is a combination of the first two. The functional section appears near the beginning of the resume, and the chronological (which merely lists dates, names of companies and titles) appears near the end.

IT'S THE RESULTS THAT COUNT

The more people you talk with, the more opinions you will get about resumes. Executives will tell you what type of resumes appeal to them and by the process of following their advice, you run the risk of losing all of the positive appeals in your resume. Remember, it is difficult for a person to be completely objective in testing his own reactions. It has been proved time and time again in advertising that the ad selected by a group of "experts" to be the best often proved to be the ad that pulled the worst. There is only one real test of advertising effectiveness, and that is results. There is only one real test of a resume's effectiveness, and that too is results.

The Positive Resume positively works. It has produced results the like of which others will not. The Positive Resume is tested by results - and works consistently. Try it. Once you've written it, make it a permanent part of your arsenal by keeping it up to date.

SOME KEY WORDS FOR MORE EFFECTIVE RESUMES

One or more of the following words can be used in the "commennt" section of the resume to describe your personal qualities:

active	efficient	reliable
adaptable	energetic	resourceful
aggressive	enthusiastic	respected
alert	forceful	self-reliant
ambitious	hard worker	sincere
analytical	imaginative	sophisticated
conscientious	logical	systematic
constructive	loyal	tactful
creative	methodical	talented
dependable	objective	will travel
discipline	practical	will relocate
discrete	realistic	

The following "punch" words can be used for the first word of sentences in your resume:

Actively	Generated	Reduced
Accelerated	Guided	Reinforced
Adapted	Increased	Reorganized
Administers	Influenced	Revamped
Approved	Implemented	Responsible
Conceived	Interpreted	Responsibilities
Conducted	Improved	Revised
Completed	Launched	Reviewed
Conferred	Lead	Scheduled
Created	Maintained	Significantly
Delegated	Participated	Simplified
Developed	Performed	Set up
Demonstrated	Planned	Solved
Directed	Pinpointed	Strategy
Effected	Programmed	Structured
Eliminated	Proposed	Streamlined
Established	Provided	Strengthened
Expanded	Proficient at	Successfully
Expedited	Recommended	Tied together

HOW A RESUME SHOULD BE LAID OUT

In most cases, the resume should follow this approach:

NAME
ADDRESS
PHONE

PERSONAL	Birth Date, Marital Status, Number of Children, Excellent Health (only if true), Military
OBJECTIVES	Make sure that your objectives are broad enough to cover any employment for which you are suited. Alternatively you may use this space to summarize your skills, experience, and qualifications.
EDUCATION	Start with your highest level. Include the high school only if there is something special about it. Include related training and professional licenses. If you are a college graduate, show only special courses which enhance your degree/qualifications.
EXPERIENCE	Start with the present (or last) position and work backwards to your first job. Show the dates of employment (generally just the years will be sufficient). Give the name and the city of the organization, brief description of the organization and/or your division, your title, responsibilities and accomplishments. Describe your highest level work, <u>not your beginning functions</u>. It is understood that people do not start at the top. The functional resume will leave out all dates and company names, and will have a brief paragraph about each major function performed.
MISCELLANEOUS	Professional/academic organizations or memberships. Leave out race, religion, color or any inference thereto.
COMMENT	Say something about yourself. It must be both true and written conservatively.

SPECIAL SITUATIONS

If you fall into any of the following "special situations," you should modify the above format to de-emphasize the negative, as follows:

<u>If your personal data (age, marital status) is not favorable</u>:

Put that data near the end of the resume (directly before "Comments"). Make sure that your resume <u>is</u> longer than one page, so that the "Personal Data" section does not appear on page one.

If you are not a college graduate:

If your occupation usually calls for a graduate, put the "Education section near the end of the resume, making sure it doesn't appear on the first page. Expand on the education by showing as many business related courses that you have taken as possible.

If your record includes too many jobs:

You can do one of several things: (1) use the functional style (with no dates); (2) use the hybrid style which functionalizes experience and shows chronology at the end (not on page one); or (3) highlight present (or last) job, if related, by taking substantially more space for that job and much less space for each of the others of summarize all of the other positions by showing an all-inclusive dating with a brief description of your responsibilities in all of those jobs together.

If your last job is not as salable as an earlier one:

You can do one of several things; (1) use the functional style; (2) use the hybrid style (functional with chronology at end, not on one page , or (3) summarize your recent jobs (show the dates, but leave out the names of the companies, then follow with the important chronology).

If you have essentially a one-organization (company, agency, service) record:

Show the name of the organization on the top of the "Experience" section, and under it show a chronological history of your employment with that organization. List the dates, titles and responsibilities separately (most recent position first). If there are many changes within one organization, condense and summarize the categories so that you show no more than five.

If you have a one-industry record:

If you are prepared to change industries you might need two resumes - one in the functional style for general use outside of your industry and another in chronological style for industry use.

If your background is exclusively government or military:

Use the functional or hybrid style.

This was adapted from a previous article written by Robert Half which appeared in an issue of Peace Corps Hotline magazine.

THE ONE-PAGE RESUME

Your resume is:

-- a creative expression of your capabilities

-- well organized/easy to read

-- no time to be modest

-- prepared, typed and printed professionally

-- your CALLING CARD

What a one-page resume does:

-- creates an interest in you/opens doors

-- summarizes your skills and what you can do with them

-- gives them an "anchor" (something to talk about) as they meet and talk with you

-- helps people to remember you

A one-page resume contains:

-- limited personal data

-- your vocational (job) objective

-- your strongest skills and a short example of how they have been employed

The four resumes attached are examples of one-page resumes. In addition to the job objective, a brief summary of your experience and/or skills may also precede the more specific job and personal data.

Brian W. Armes
4958 Corporal Drive
Woodfire, Virginia 22346
Res: (703) 555-7453

JOB OBJECTIVE

Position using leadership and communication skills. I have been particularly successful in the resolution of conflict situations. My special interest lies in opportunities to develop already tested executive skills.

SUMMARY OF EXPERIENCE

Organized and reconstructed the Vehicle Maintenance section in Korea to develop and maintain efficient service to meet the country's Air Force transportation needs. (1971-1972)

Developed leadership abilities in section supervision and reduced interagency conflict to provide Webb Air Force Base, Texas with a strong division to meet the transportation requirements. (1970-1971)

Attending George Mason University graduate school to obtain a M.A. in Industrial Psychology. (1973-1974)

Most of the above was accomplished as a Captain in the United States Air Force, now retired.

AREAS OF EFFECTIVENESS

ORGANIZER
PLANNER
LEADER

I reorganized the transportation sections in both Korea and Texas to provide efficient operation and service which resulted in an award of accomplishment.

Researched, planned and developed a budget for the transportation sections in Korea and Texas. Once accepted I provided internal and external controls to maintain the budget.

TEAM BUILDER

Developed a cooperating relationship between two opposing sections by providing a means to vent and direct views.

Reduced black/white friction by allowing problems to surface early to permit quick solving.

COMMUNICATOR

Directed needs of other agencies through my personnel to accomplish better service to those agencies.

Communicated my supply needs to superiors so that better maintenance service could be provided to the base.

PERSONAL DATA

B.A., 1968, Westminster College, in Psychology

Graduate Study begun, George Mason University, in Industrial Psychology

Joel Westerling
345 Queens Road
Valley Forge, PA 19754
Tel: (604) 555-1234

JOB OBJECTIVE

Position in mental health using my leadership, program development and training/teaching skills. I am especially interested in applying my skills to community-oriented approaches that emphasize prevention as well as counseling. Past experience demonstrates that I have the ability to plan, implement and evaluate comprehensive mental health programs.

SUMMARY OF EXPERIENCE
(Last five years)

Director of Community Counseling Program: American Association of Malaysia, Kuala Lumpur, Malaysia, July 1977 to present.

Consultant: Pathfinder Fund, Boston, Mass., 4/77 - 6/77 and 6/78 - 7/78.

Consultant: Downstate Medical Center, State University of New York, Brooklyn, N.W., 6/76 - 4/77.

Treatment/training Supervisor: Comprehensive Mental Health Services, City of Virginia Beach, Virginia Beach, Va., 4/76 - 6/77.

Instructor: Tidewater Community College, Virginia Beach, Va., 4/75 - 3/76.

EXAMPLES OF EFFECTIVENESS

COMMUNITY ORGANIZATION	Developed community support for a prevention-oriented community mental health program for Americans living in Malaysia. Catalyzed different groups within the community to assume responsibility for meeting mental health needs.
PROGRAM DEVELOPMENT	Assessed needs, designed program models, marketed, implemented and evaluated preventative mental health programs in such areas as drug abuse prevention, family communication, cross-cultural adjustment, human relations, and preparation for major life changes for both youth and adults.
	Developed and implemented training programs for professionals and para-professionals in the areas of crisis intervention.
SUPERVISION	Provided direct crisis intervention and counseling services in a number of job settings as well as clinical supervision to others involved in similar work.

EDUCATIONAL BACKGROUND

Advanced graduate studies in community psychology, anthropology, and population/family planning at New York and Columbia Universities.
M.A., 1974, New York University, in Community Psychology
B.A., 1968, S.U.N.Y. at Buffalo, in Psychology and Economics

WILLIAM M. GARRISON

East Orange Street, Holton, New Jersey 97584
(201) 555-9743

OBJECTIVE — Conceive, design and implement PROGRAMS for HUMAN and ORGANIZATIONAL DEVELOPMENT.

QUALIFICATIONS SUMMARY — Solving problems in inter-personal relations to enable productive communicating and facilitate organizational change. Integrating real work situations with realistic and attainable planning/goal setting. Managing program components from concept through final evaluation. Communicating effectively to all levels of management.

EVIDENCE OF ACHIEVEMENT

Human Resource Development/ Training	Provided group training in public/private agencies leading to increased communication among employees, better understanding of work goals, team planning and staff cohesion.
Community Development	Facilitated the development of strong, viable urban neighborhood programs in northeastern states through workshops, one to one negotiations and committee meetings with bankers, residents and city government officials.
Employment Training	Created training curriculum for federally funded "world of work" project which caused positive attitudinal change and increased employment skills among hundreds of New Jersey youth.
Inter-Cultural Understanding	Developed human relations training and inter-cultural curriculum for school districts in New Jersey/New York which has resulted in greater understanding among students, teachers and parents and more effective classroom management in hundreds of classrooms.
Health Care Rehabilitation	Worked with patients in N.J. mental health facilities in group sessions and one to one consultations with the desired outcome of strengthened communication/socialization skills achieved.
Evaluation	Assessed employment attitudes and skills for experimental survey/evaluation funded by the Department of Labor.

GALE A. SWENSON

Profession: Public Health Educator

Permanent Address:

806 Volunteer Place
Valley Stream, New York
U.S.A. 11439
Telephone: (591) 555-0011

Current Address:

c/o International School of Kuala Lumpur
P.O. Box 2645
Kuala Lumpur, Malaysia
Telephone: 460522

JOB OBJECTIVE: An international position in the health/family planning field that utilizes my skills in the areas of program planning and development, training and evaluation, and community education.

SELECTED AREAS OF EXPERTISE

Below are some illustrative examples of demonstrated areas of expertise in the fields of family planning and health education.

PROGRAM DEVELOPMENT	Developed a program for preparing trainers of auxillary nurses in the area of family planning for the Malaysian Ministry of Health.
TRAINING	Trained volunteer support staff of family planning clinic for adolescents.
SUPERVISION	Supervised a team of health aides who provided country-wide educational services to needy population groups (i.e. - the aged, teenagers, the poor)
COMMUNITY EDUCATION	Through a series of workshops, catalyzed 6 colleges/ universities to initiate programs in the area of human sexuality, heretofore lacking , for their students
EVALUATION	Evaluated the family planning field performance of 60 nurse-midwife instructors from the Asia region trained by Downstate Medical Center.

TRAINER DISCUSSION GUIDES
for SESSION III

The attached discussion notes should be used to prepare comments/brief lectures for Session III - Values, Skills, and Resumes.

As an option the trainer may also wish to distribute copies of the notes to participants.

DEVELOPING A RESUME/SF-171

DISCUSSION GUIDE

Use these points as material for the discussion on resumes and 171's. The Handout on "How to Write a Resume that Brings Results" will also be helpful in preparing for the session.

Developing a Resume

- A resume has been defined as a "unique, dynamic and factual representation of you at your best".
- Developing a resume is a process which may include but is not limited to the following components or some derivative thereof:

  - Objectives
  - Qualifications/background/achievements
  - Experience/work history
  - Education
  - Personal data
  - Other data

- The objective should be a clear, concise statement reflecting your thoughts and feelings about what you want to do.
- The qualifications/background/achievement section of the resume is a brief summary of one's major areas of experience and achievements.
- Summarizing in single, easy to scan words or a brief narrative using strong, active verbs, is recommended.
- For employment history section, start either with the most recent or most relevant position, list job title, employer/company, dates of employment in years, and a brief description of functions or duties.
- The education section provides a space for listing educational credentials when they are relevant to your objective. List the highest degree obtained first; non-academic education and training may be listed advantageously when related to the objective.
- The personal data section has received the greatest debate from career counselors. Use discretion in the personal data you give. Age, marital status, children and health may all be interpreted negatively.

Resume Discussion Guide - Cont.

- Potential pitfalls to avoid are:

  - Avoid nicknames
  - Omit date of preparation and date of availability
  - Forego photographs
  - Leave salary needs until you have a firm offer
  - Omit "references furnished upon request"
  - Avoid weakening statements with the obvious, such as "no degree"
  - Do not add "willing to take anything" phrases
  - Unexplained major time gaps
  - Omit "resume" at the top
  - Do not include references with your resume

- A good rule of thumb is: "When in doubt, leave it out".

- The following tips are worth considering when assessing the finished product:

  - Trim all unnecessary words from the resume
  - Arrange the information in order of its importance for the occasion
  - Use spacing, lettering, and underlining to highlight important statements
  - Place name, address, and telephone number in an easy to see location at the top of the page
  - Aim for one page, two pages or folded resume
  - Print the resume on quality paper
  - Assure that the typing is error-free and in a professional looking style

- Some of the more common types of resumes are:

  - Fact sheet support resume
  - Historical resume
  - Functional resume
  - Historical-functional resume

- Fact sheet resume states the facts in a straightforward manner, listing positions held, education, personal and other data.

- Historical resume provides a chronological summary of positions held beginning with the current or most recent position. It also lists education and personal data.

- Functional resume focuses on a job objective, a summary of experience, and features related accomplishments. It also includes a brief mention of education, employment history and other career data.

Resume Discussion Guide - Cont.

- Historical-functional resume is a combination of chronological information and related accomplishments.

COMPLETING THE SF-171

- Unlike a resume which may often be developed creatively, the SF-171 is a four-page standardized format with fewer opportunities to distinguish one application from another.

- It is a statement of personal qualifications and is characterized by the following components:

  - current personal information or preferences
  - experience/work and volunteer
  - special qualifications/skills/education/training
  - federal data

- It is important to establish clear, concise responses to all items and use the letters "N/A" meaning "not applicable" to respond to any items that do not apply.

- The ACTION Former Volunteer Services advises Peace Corps Volunteers to state in Box 11, Page 1 that they were volunteers and give dates of service. It is also advised that in Box 12, Page 1, the following statements be made:

  - Non-competitive eligibility for appointment to Federal positions due to Peace Corps volunteer service per Executive Order #11103; refer to FPM (Federal Personnel Manual) Letter 300.24.

- The Experience/Work and Volunteer section allows for complete details on each job held, and the Former Volunteer Services recommends inclusion of the following dimensions:

  - Nature and variety of the work
  - The authority, supervision and responsibility exercised
  - The difficulty of the work
  - Qualifications required for performance
  - Supervision received
  - Outstanding and/or unusual accomplishments (particularly under difficult circumstances)

- The Special Qualifications/Skills/Education/Training Section requests basic credentials, but also allows for open-ended responses.

Resume Discussion Guide - Cont.

Former Volunteer Services encourages recording all training, with special attention to Peace Corps training, in-service training, and other training that is not directly related to diplomas and degrees in formal institutions.

- There are several other points that will minimize errors and common mistakes that tend to cause disqualification. Some of the most common red flags are:

  - Do not submit a resume in lieu of SF-171
  - Do not attach a resume to SF-171
  - Do not omit information that is requested
  - Do not write in spaces reserved for Federal Officer or agency use
  - Do not submit copies of personal publications
  - Do not list relatives as references
  - Avoid statements that may be volatile or open to negative interpretation
  - Do not submit a Volunteer Service Statement in lieu of completing details of experience

- As SF-171 is the only document on which the volunteer's experience and education will be evaluated for Federal employment, there are some basic suggestions to give the finished document an edge:

  - Type or print the document in ink
  - Provide all of the information requested, paying attention to answer each question of mark "N/A"
  - Use "Continuation Sheets" when additional experience blocks are needed. Plain paper may be used if all of the information is added to the block. Each plain sheet of paper should be identified showing name, birthdate, position title, and the appropriate description under Block 21
  - All supplemental sheets should be attached to Page 3
  - For former Federal employees, some agencies require a "performance appraisal" to accompany the SF-171. Others may wish to submit a letter of recommendation or letter from several persons with whom they have worked closely before leaving the project
  - A volunteer Service Description may also be attached, but understood that it is not an evaluation. The claim for non-competitive eligibility may be supported with this attachment
  - Sign and date the document. Throughout the document, one given name, initial or initials, and last name should be used for consistency.

SAMPLE RESUMES

and 171's

Sample
Chronological
Resume

John Doe
101 10th Street
City, State 00000
(000) 000-0000

PROFESSIONAL OBJECTIVE

Professional position encompassing natural-resource planning, management, and extension education.

SKILLS & ABILITIES

Natural-resource extension; forest inventory and management; recreational planning; soil conservation; cross-cultural coordination; project planning and administration; and personnel training and supervision.

PROFESSIONAL EXPERIENCE

Field Coordinator/October, 1978 - January, 1980
CARE/City, Country

Developed and administered a natural resources program as the CARE Field Coordinator, in a cooperative program with the (country) Forest Service (XFS) and the U. S. Peace Corps. Trained and supervised the work of six field personnel. Oversaw and administered the regional office and its related functions including monthly program reports, project evaluations, project implementation, vehicle and project material allocations, writing technical reports, interagency coordination, and collection of new information for field extension courses. Projects supervised included: ten forest-tree nurseries; forest seed collection and preparation; reforestation of one million seedlings; forest inventories and management-plan development; soil conservation practices; demonstration plots; irrigation system; and fruit tree projects.

Resource Conservation Extensionist/June, 1976 - September, 1978
U. S. Peace Corps/City, Country

Performed professionally for the (country) Forest Service (XFS) to promote resource conservation practices as a regional extensionist. Extended technical services to 300 rural farmers, and trained two professional counterparts to assist with program. Accomplishments included completion of four large forest inventories with management plans; woodlot improvements; reforestation projects totalling 150,000 seedlings; establishment and supervision of three tree nurseries; introduction of improved soil conservation methods; promotion of fruit trees and management techniques; administration of food-for-work incentive program; assistance to potable water and road construction projects; and successful coordination of projects with other agencies.

High School Instructor/March, 1975 - June, 1976
Name High School/City, State

Developed and subsequently instructed three-month outdoor course for high-school students. Promoted objectives of group interaction, reliance, and individual growth through open-class environment. Duties included teaching English and natural sciences; supervising outdoor educational activities; and providing individual counseling.

Forest Technician/May, 1975 - August, 1975
State Forestry Department/City, State

Performed extension, management, and planning services, including training and supervision of one assistant. Duties included forest inventory; preparation of management plans; supervision of woodlot improvement projects with private landowners and of work in tree nursery; and forest fire fighting.

Researcher/December, 1974 - February, 1975
Fish & Game Department/City, State

Participated in evaluation study by Department which, using questions to elicit sportsmen's attitudes of fee structure, helped determine extent of hunting and fishing facilities offered by Department.

EDUCATION & TRAINING

Bachelor of Science, 1974, in Outdoor Recreation Management with a heavy concentration in forestry and soil conservation, University of State, City, State. Graduated cum laude (3.2/4.0 GPA); ranked eighth among eighty-eight students in the School of Natural Resources.

Peace Corps Training, June, 1976 - September, 1976, City, Country. Intensive twelve-week professional training in natural resources extension methods and practices, Spanish language, and cross-cultural studies.

LANGUAGES & TRAVEL

Fluent in Spanish. Travel throughout Central America and the United States.

Sample
Chronological
Resume

Peter Smith
101 Main Street
City, State 00000
(000) 000-0000

PROFESSIONAL OBJECTIVE — Management in areas including administrative systems, international assistance, and rural development.

SKILLS & ABILITIES — Extensive experience in the organization and administration of developmental programs; facility in establishing rapport with all organizational levels; supervisory experience with a large administrative staff.

PROFESSIONAL EXPERIENCE

District Administrator/September, 1977 - September, 1979
Peace Corps/Town, Country

Acted as Management Advisor to a large but historically disorganized cooperative union which benefited from the introduction of U. S. Agency for International Development (US/AID) and World Bank Integrated Rural Development Program. Researched and developed an extensive marketing system which was initiated in the project target area; instituted an accounting system and trained a staff of sixty new employees, both requisites for the successful opening of twenty-five new marketing centers in the project area. Co-authored a 210-page publication which illustrated the practical application of an integrated rural development program in a developing nation. Produced monthly reports for US/AID, the World Bank, the Ministry of Agriculture, and the Ministry of Cooperatives which detailed necessary facts on the progress of funds utilized by both the participating cooperative union and individual cooperative members; wrote budgets to project the expansion of this program in the future. Planned and implemented the first agriculture store in the district. Wrote program analysis, budgets, and loan application for the Government of (Country) to secure necessary funding for the proposed project.

Developmental Officer/June, 1972 - June, 1977
Department of Economic and Community Development/City, State

Responsible for the analysis of the plans and direction of six divisional operating bureaus. Briefed the Deputy Director on specialized technical reports and participated in the completion of projects and management correspondence of the divisional bureaus. Undertook the analysis of the (Name) Re-organization Plan to determine its effect on business and industry; economic, social, and environmental impact studies were undertaken for this analysis. Worked in conjunction with the (Name) Commission and the Department of (Name) in drawing up the State's response to the proposed system.

Page 2 Peter Smith

Office Manager/September, 1971 - June, 1972
Name of Company/City, State

Oversaw all daily office operations (payroll, accounts payable, accounts receivable, credit, bank reconciliation, and income tax) in branch office of large national business.

EDUCATION & TRAINING

Bachelor of Science, 1971, State University of (State), City, State. Major: Business Administration; minor: Mathematics.

Peace Corps Training, 1977, City, Country. Intensive three-month training in language, cross-cultural studies, and management with emphasis on international donor organizations, manpower control, cooperative structures, budgeting, and management decision-making.

Department of Economic and Community Development, ongoing, 1972 - 1977. Monthly training and staff development seminars in budget preparation and execution, personnel administration, Affirmative Action procedures, and supervisory responsibilities for effective management.

LANGUAGES & TRAVEL

Proficiency in French and Spanish. Extensive travel in East Africa, Western Europe, and the United States.

Sample Functional Resume

Jane Doe
111 Main Street
City, Town 00000
(000) 000-0000 Home Telephone
(000) 000-00000 Office Telephone

OBJECTIVE — Seeking professional position in program development and management.

SKILLS & ABILITIES — Nine years successful management experience includes developing technical assistance programs in Africa, Latin America, and Asia; liaison with senior government officials; initiating policies; developing and motivating staff; and budgeting.

AREAS OF EXPERTISE

Planning/Organizing

Developed comprehensive program planning and management methods to identify, develop, and review project proposals. Results: organization rapidly diversified and significantly improved effectiveness of international technical assistance.

Developed and implemented systems to forecast, schedule, and monitor funds and personnel required to implement nine programs for 245 trainees a year. Results: more effective use of resources plus reduced training costs.

Management

Set up and directed planning office with an $815,000 grant. Supervised development and negotiation of technical assistance to government and private organizations. Within two months, organization had capability to launch major, new program development effort.

Directed largest Peace Corps training operation in Africa, $400,000 annual budget. Redefined policies to integrate volunteers into government agencies. Restructured operation to build host country support and staffing.

Staff Development

Trained 400 trainers to analyze needs, write objectives, develop and use variety of instructional methods and materials. Workshops developed skilled multinational teams able to design and implement complex programs with minimum supervision.

Initiated and conducted staff development programs for trainers, project managers, and administrators. Established skill bank of 75 experienced local personnel.

Page 2 Jane Doe

EXPERIENCE

Private Consultant, Washington, D. C. June, 1977 - Present. Program planning, organization development, and training assistance to government and private organizations.

Director, Planning and Programming, Company's Name, Washington, D. C. April, 1976 - June, 1977. Formulated program policies and supervised program development activities in Africa, Latin America, and Asia.

Director, Peace Corps Training Office, Town, Country. June, 1975 - April, 1976. Developed policies, managed and supervised design, staffing, administration, and evaluation of agriculture, rural development, education, health, and small-business training programs.

Operations Officer, Peace Corps, Washington, D. C. June, 1974 - June, 1975. Managed and coordinated support activities for 65 projects in three African countries. Served as active liaison with embassies and government organizations.

Program Officer, Name of Organization, City, State. January, 1975 - June, 1975. Designed and obtained funding for health assistance projects. Supported vocational training projects. Designed and managed training and education activities.

Peace Corps Volunteer, City, Country. June, 1973 - June, 1975. Initiated, designed, and conducted laboratory school for elementary teachers. Developed curriculum and teaching materials for secondary-level English.

EDUCATION & TRAINING

Bachelor of Arts, 1973, in Political Science. The American University, Washington, D. C. Elected to Dean's List.

Peace Corps Volunteer Training, June, 1973 - September, 1973, City, Country. Intensive twelve-week training in French, cross-cultural studies, and English as a Foreign Language methodology.

LANGUAGES & TRAVEL

Fluent in French; working knowledge of Spanish. Extensive living experience in (country). Travelled through Africa and Europe.

BEST COPY AVAILABLE

Sample SF 171

Personal Qualifications Statement

Read instructions before completing form

Form Approved
OMB No. 50-R0387

1 Kind of position (job) you are filing for (give title and number of announcement)
LEAVE BLANK ON MASTER COPY

2 Options for which you wish to be considered (if listed in the announcement)
LEAVE BLANK ON MASTER COPY

3 Home phone (Area Code, Number, Extension)
000 | 000-0000

4 Work phone (Area Code, Number, Extension)
N/A

5 Sex (for statistics only)
Male | x | Female

6 Other last names ever used
Smith (Maiden)

Name (Last, First, Middle)
JONES Mary Jane

Street address or RFD no. (include apartment no. if any)
111 Main Street

City | State | ZIP Code
Anywhere | AA | 00000

8 Birthplace (City & State or foreign country)
Anywhere, AA

9 Birth date (Month, day, year)
00/00/00

10 Social Security Number
000-00-0000

11 If you have ever been employed by the Federal Government as a civilian, give your highest grade, classification series, and job title
Peace Corps Volunteer
Dates of service in highest grade (Month, day, and year)
From 00/00/00 (Date of oath) To 00/00/00 (COS date)

12 If you currently have an application on file with the Office of Personnel Management for appointment to a Federal position, list (1) the name of the examining office(s) where your application for the position for which you filed and (2) regional office, the date of your notice of rating, (3) your docket or form number, and (4) your rating
Non-competitive eligibility (Peace Corps service); see FPM, Chapter 315, Section 6-7. See #34.

13 Lowest pay or grade you will accept
PAY: LEAVE BLANK ON MASTER COPY | GRADE:

14 When will you be available for work? (Month and year)
Immediately

15 Are you available for temporary employment lasting (Acceptance or refusal of temporary employment will not affect your consideration for other appointments)

	Yes	No
A Less than 1 month?		X
B 1 to 4 months?		X
C 5 to 12 months?		X

16 Are you interested in being considered for employment by

	Yes	No
A State and local government agencies?	X	
B Congressional and other legislative offices?		X
C Public international organizations?		X

17 Where will you accept a job?

	Yes	No
A In the Washington D.C. Metropolitan area?	X	
B Outside the 50 United States?	X	
C Anyplace in the United States?	X	
D Only in (specify locality)		

18 Indicate your availability for overnight travel

A Not available for overnight travel	X
B 1 to 5 nights per month	
C 6 to 10 nights per month	
D 11 or more nights per month	

19 Are you available for part time position(s) (fewer than 40 hours per week) offering

	Yes	No
A 20 or fewer hours per week?		X
B 21 to 31 hours per week?	X	
C 32 to 39 hours per week?	X	

20 Veteran Preference. Answer all parts. If a part does not apply to you, answer NO

	Yes	No
A Have you ever served on active duty in the United States military service? (Exclude tours of active duty for training in Reserves or National Guard)		X
B Have you ever been discharged from the armed services under other than honorable conditions? (You may omit any such discharge changed to honorable or upgraded to general by a Discharge Review Board or similar authority)		X
If YES, give details in item 34		
C Do you claim 5 point preference based on active duty in the armed forces?		X
If YES, you will be required to furnish records to support your claim at the time you are appointed		
D Do you claim 10-point preference?		X

If YES, check the type of preference claimed and complete and attach Standard Form 15, "Claim for 10 Point Veteran Preference," together with the proof requested in that form.

Type of Preference: ☐ Compensable Disability, 30 or More ☐ Compensable Disability, Below 30 ☐ Non-compensable Disability ☐ Purple Heart Recipient ☐ [illegible] ☐ [illegible] ☐ Widow

E List dates, branch, and serial number of all active service (enter N/A if not applicable)

From	To	Branch of Service	Serial or Service Number
		N/A	

51

125

DO NOT WRITE IN THIS BLOCK
FOR USE OF EXAMINING OFFICE ONLY

Material: Submitted / Returned
Entered register
Notations
Form reviewed
Form approved

ANNOUNCEMENT NO.

Option	Grade	Earned Rating	Preference	Adj. Rating
			☐ [illegible]	
			☐ [illegible]	
			☐ [illegible]	
			☐ [illegible]	
			☐ [illegible]	
Initials and date			☐ [illegible]	

STATEMENT NO.

THIS SPACE FOR USE OF APPOINTING OFFICER ONLY

Preference has been verified [illegible] and other [illegible]
Add under [illegible]

☐ [illegible] ☐ [illegible] ☐ [illegible] ☐ [illegible]

Signature of [illegible]

Agency | Date

7. Experience (begin with current or most recent work or volunteer experience and work back. Account for periods of unemployment exceeding three months, and your residence address at that time on the last line of the experience blocks in order of occurrence.)			
May inquiry be made of your present employer regarding your character, qualifications, and record of employment? (A "NO" will not affect your consideration for employment opportunities except for Administrative Law Judge positions.)			X YES ☐ NO
A Name and address of employer's organization (include ZIP Code, if known) Peace Corps/Country Street Address City, Country	Dates employed (give month and year) From 00/79 To 00/80 Salary or earnings Beginning $ Volunteer Ending $ Stipend		Average number of hours per week 45 Place of employment City City State Country
Exact title of your position Community Health Organizer	Name of immediate supervisor Local supervisor	Area Code / Telephone Number / 00-000	Number and kind of employees you supervised 1 doctor; 1 nurse
Kind of business or organization (manufacturing, accounting, social services, etc.) Federal Volunteer Agency	If Federal service, civilian or military: series, grade or rank, and date of last promotion N/A		Your reason for wanting to leave Completion of three years volunteer sevice
Description of work (Describe your specific duties, responsibilities and accomplishments in this job.)			

Upon approval of Peace Corps/Country of third year extension of volunteer service, founded low-cost medical out-patient clinic in (town) for a grass-roots organization. Responsibilities included:

Administration

Based on extensive personal research, planned program for the out-patient clinic; developed site; recruited professional medical staff; located and obtained all medical supplies; implemented and directed budget; raised 100% of operating funds by obtaining commitments of assistance and support from foundations, religious institutions, universities, and other non-profit groups; and evaluated status of the program which included research and writing of monthly reports concerning assessed needs and recommendations for improved services.

Management

Directed campaign for the improvement of sanitary conditions in the open market. This included obtaining visual aids, procuring sanitation receptacles, waste removal, and collaborating with city officials to wash and fumigate the market.

Training/Counseling

Provided technical assistance to Peace Corps and other volunteers in implementing innovative health programs in schools and communities; trained volunteer personnel in all operating functions to continue clinic procedures; directed group counseling for market women in seminars dealing with interpersonal relationships; directed encounter/exchange sessions, procured audio-visual aids, and invited guest speakers; provided technical assistance to an independent company interested in the improvement of the living conditions of its employees.

Research/Evaluation

Researched and collected data for a feasibility study of day-care centers for low-income families in the area; made recommendations and presentations to local civic groups; in order to analyze community health needs, conducted case studies and surveys to determine the medical history of clients: developed instruments, interviewed clients, and made recommendations to sponsoring agency; conducted survey of produce prices in the (city) market: carried out research for the first viable blueprint of the market and population density of same.

B Name and address of employer's organization (include ZIP Code if known)

Peace Corps/Country
Street Address
City, Country

Dates employed (give month and year)
From 00/77 to 00/79

Salary or earnings
Beginning $ Volunteer
Ending $ Stipend

Average number of hours per week
40

Place of employment
City City
State Country

Exact title of your position	Name of immediate supervisor	Area Code	Telephone Number	Number and kind of employees you supervised
TEFL Teacher	Local Supervisor		000-000	see *

Kind of business or organization (manufacturing, accounting, social services, etc.)	If federal service, civilian or military, series, grade or rank, and date of last promotion	Your reason for leaving
Federal Volunteer Agency	N/A	Third year transfer to health program

Description of work (Describe your specific duties, responsibilities and accomplishments in this job.)

Assigned by the Ministry of Education to a high school in northern (country). Responsibilities included:

Teaching/Training

Delivered classroom instruction in English as a foreign language to 12 classes of between *25 and 75 students each, at the 7th, 8th, 9th, 12th, and 13th grade levels; devised and used a variety of approaches (Silent Way, student presentation, role-playing exercises, group projects, etc.) to convey different subject matter in the classroom; taught students effective oral and written communication skills; advised non-native English-speaking teachers on teaching methods.

Curriculum Development

Determined extent and scope of curriculum to be covered in each class; researched and evaluated existing materials and techniques, and adapted them for use in classes; devised curriculum to answer needs of students at different levels of proficiency within individual classes; developed and wrote curriculum to stimulate thinking about local issues; prepared and wrote teaching materials; recognized the need for, organized and taught a special program in remedial English for students preparing for national examination.

Education Administration

Organized materials exchange between American and (nationality) teachers; in conjunction with other staff members, planned the master schedule for the school (2,000 students and 30 teachers); designed, planned, and implemented teaching schedule; participated in tri-annual conferences with sraff and administration to discuss students' progress and make recommendations for the future; as class advisor to two classes, represented students at evaluation meetings; kept accurate records of material covered in each class for use by administration and Ministry evaluators; participated meaningfully in staff meetings and in three Education Peace Corps mid-term conferences to evaluate Peace Corps/TEFL program.

Research/Evaluation/Analysis

Researched, evaluated, and adapted existing teaching materials for use in classes; evaluated personal teaching effectiveness; evaluated TEFL program through three mid-term Education conferences; evaluated student progress through tri-annual conferences with staff and administration, oral and written testing; employed analytical skills in trimester and yearly computation of averages.

Testing/Examination

Designed, wrote, and administered oral and written tests for classes; prepared 13th grade students for national examinations through classroom work and mock tests; designed, wrote, and administered written and oral national examinations for 10th and 13th grade students; evaluated results of classroom and national examinations.

#21/B: TEFL Teacher (00/77 - 00/79)

Accomplishments

Due to cross-cultural sensitivity and (language) fluency, became an integrated member of school and community; negotiated effectively with an international staff; developed awareness of cultural and political mores and systems; developed ability to adapt to any cultural situation.

Operated a English library in home, the only source of English books in town; introduced students to African authors writing in English. Devised curriculum to highlight and stimulate thinking in such areas as public health, urban planning, and local problems.

Upon successful completion of two year assignment, requested and received a transfer to a community health project (see #21/A).

C

Name and address of employer's organization (include ZIP Code, if known)	Dates employed (give month and year)	Average number of hours per week
Name of Company Street Address City, State 00000	From 00/76 To 00/77	40
	Salary or earnings Beginning $125. per week Ending $135. per week	Place of employment City City State State

Exact title of your position	Name of immediate supervisor	Area Code	Telephone Number	Number and kind of employees you supervised
Assistant Office Manager	Ann Smith	000	000-0000	2 support staff

Kind of business or organization (manufacturing, accounting, social services, etc.)	If Federal service, civilian or military series, grade or rank, and date of last promotion	Your reason for leaving
Manufacturing	N/A	Entry into Peace Corps volunteer training

Description of work (Describe your specific duties, responsibilities and accomplishments in this job.)

Acted as the Assistant Office Manager for a small, independent company which had previously filed for bankruptcy. Was responsible for the maintenance of product operation and budget procedures while meeting the various complex financial commitments imposed by judicial imperatives. This included bookkeeping systems, monthly financial reports, and payroll management. Directed product shipment, ordered raw materials and supplies.

D

Name and address of employer's organization (include ZIP Code, if known)	Dates employed (give month and year)	Average number of hours per week
Name of Legal Firm Street Address City, State 00000	From 00/75 To 00/75	40
	Salary or earnings Beginning $100 per week Ending $ plus per expenses	Place of employment City City State State

Exact title of your position	Name of immediate supervisor	Area Code	Telephone Number	Number and kind of employees you supervised
Para-legal Researcher	John Jones	000	000-0000	N/A

Kind of business or organization (manufacturing, accounting, social services, etc.)	If Federal service, civilian or military series, grade or rank, and date of last promotion	Your reason for leaving
Law Firm	N/A	Completion of service

Description of work (Describe your specific duties, responsibilities and accomplishments in this job.)

Studied judicial proceedings (briefs, depositions, etc.) in an anti-trust case against major oil companies. Investigated U.S. Senate subcommittees' findings and collected pertinent data. Made presentation of findings to lawyers involved in the case.

Attach Supplemental Sheets or Forms Here

Program management and development; research; budget planning; teaching/training; curriculum development; office management; inventory control; community organizing, cross-cultural sensitivity.

MEMBERSHIPS: Federal Women's Program Advisory Committee.

B. Kind of license or certificate (pilot, registered nurse, lawyer, radio operator, CPA, etc.)	C. Latest license or certificate: Year	State or other licensing authority	D. Approximate number of words per minute: Typing	Shorthand
N/A			55	N/A

23. A. Did you graduate from high school or will you graduate within the next nine months or do you have a GED high school equivalency certificate?

Yes	Month and year	No	Highest grade completed
x	06/70		

H. Name and location (city and State) of last high school attended: Anywhere High School, City, State

C. Name and location (city, State, and ZIP Code if known) of college or university (If you expect to graduate within nine months, give MONTH and YEAR you expect to receive your degree.)	Dates Attended: From	To	Years Completed: Day	Night	No. of Units Completed: Semester Hours	Quarter Hours	Type of Degree (B.A., etc.)	Year of Degree
University of State City, State	09/70	06/74	4		120		B.A.	1974
University of State Program in Spain Madrid, Spain	09/72	06/73						

D. Chief undergraduate college subjects	No. of Credits Completed: Semester Hours	Quarter Hours	E. Chief graduate college subjects	No. of Credits Completed: Semester Hours	Quarter Hours
Political Science	30				
Spanish	30				
History	12				

F. Major field of study at highest level of college work: Political Science and Spanish

G. Other schools or training (for example, trade, vocational, Armed Forces courses). Do not include courses conducted by high schools, colleges, or universities unless they are part of a degree program. Indicate subjects studied, number of classroom hours of instruction per week, certificate or degree awarded, if any, and dates attended.

Peace Corps In-service Training, 00/79, City, Country. Intensive four-week training in the principles of community organizing and public-health project management.

Peace Corps Volunteer Training, 00/77 - 00/77, City, Country. Intensive ten-week training which included (language), cross-cultural studies, and teaching English as a foreign language (TEFL) methodology.

24. Honors, awards, and fellowships received

(Name) Scholarship, 09/70 - 06/73; National Honor Society; undergraduate GPA 3.6/4.0

25. Languages other than English. List the languages (other than English) in which you are proficient and indicate your level of proficiency by putting a check mark (✓) in the appropriate column. Candidates for positions requiring conversational ability in a language other than English may be given an interview conducted solely in that language. Describe in item 35 how you gained your language skills and the amount of experience you have had (e.g., completed 72 hours of classroom training, spoke language at home for 18 years, self taught, etc.).

Name of Language(s)	PROFICIENCY: Can Prepare and Deliver Lectures: Fluently	With Difficulty	Can Converse: Fluently	Passably	Have Facility to Translate Articles, Technical Materials, etc.: Into English	From English	Can Read Articles, Technical Materials, etc. for Own Use: Easily	With Difficulty
Spanish	x		x		x	x	x	
French		x		x				

26. References. List three persons who are NOT related to you and who have definite knowledge of your qualifications and fitness for the position for which you are applying. Do not repeat names of supervisors listed under item 21, Experience.

Full Name	Present Business or Home Address (Number, Street, City, State and ZIP Code)	Business or Occupation
John Doe	11 First Avenue, Apartment 1 City, State 00000	Graduate Student
Jane Peters	12 Second Avenue City, State 00000	Student Counselor
Mary Smith	13 Third Street City, State 00000	Technical Writer

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Answer Items 27 through ... an "X" in the proper column.	YES	NO
27. Are you a citizen of the United States? If "NO", give country of which you are a citizen	X	
NOTE: A conviction or a firing does not necessarily mean you cannot be appointed. The nature of the conviction or firing and how long ago it occurred is important. Give all the facts so that a decision can be made.		
28. Within the last five years have you been fired from any job for any reason?		X
29. Within the last five years have you quit a job after being notified that you would be fired? If your answer to 28 or 29 above is "YES", give details in Item 35. Show the name and address *(including ZIP Code)* of employer, approximate date, and reasons in each case. This information should agree with your answers in Item 21, Experience.		X
30. A. Have you ever been convicted, forfeited collateral, or are you now under charges for any felony or any firearms or explosives offense against the law? *(A felony is defined as any offense punishable by imprisonment for a term exceeding one year, but does not include any offense classified as a misdemeanor under the laws of a State and punishable by a term of imprisonment of two years or less.)*		X
B. During the past seven years have you been convicted, imprisoned, on probation or parole or forfeited collateral, or are you now under charges for any offense against the law not included in A. above?		X
NOTE: When answering A. and B. above, you may omit: (1) traffic fines for which you paid a fine of $50.00 or less; (2) any offense committed before your 18th birthday which was finally adjudicated in a juvenile court or under a youth offender law; (3) any conviction the record of which has been expunged under Federal or State law; and (4) any conviction set aside under the Federal Youth Corrections Act or similar State authority.		X
31. While in the military service were you ever convicted by a general court-martial? If your answer to 30A, 30B, or 31 is "YES", give details in Item 35. Show for each offense: (1) date; (2) charge; (3) place; (4) court; and (5) action taken.		X
32. Does the United States Government employ in a civilian capacity or as a member of the Armed Forces any relative of yours *(by blood or marriage)*? *(See Items 32 and 33 in the attached instruction sheet.)*	X	
33. Do you live with, or within the past 12 months have you lived with, any of these relatives who are employed in a civilian capacity? If your answer to 32 is "YES", give in Item 35 for such relatives: (1) name; (2) present address *(including ZIP Code)*; (3) relationship; (4) department, agency, or branch of the armed forces. If your answer to 33 is "YES", also give the kind of appointment held by the relative(s) you live with or have lived with within the past 12 months.	X	
34. Do you receive, or do you have pending, application for retirement or retainer pay, pension, or other compensation based upon military, Federal civilian, or District of Columbia Government service? If your answer to 34 is "YES", give details in Item 35.		X

Your Statement cannot be processed until you have answered all questions, including Items 27 through 34 above. Be sure you have placed an "X" to the left of EVERY marker (◀) above, either in the "YES" or "NO" column.

35. Item Number	Space for detailed answers. Indicate item number to which the answers apply.
12	Non-competetive eligibility for appointment to Federal positions due to Peace Corps Service (00/00/00 - 00/00/00), per Executive Order 11103; see attached Volunteer Description of Service and Federal Personnel Manual, Chapter 315, Section 6-7, and FPM Letter 300.24, dated 05/15/78.
25	Spanish: 2 years high school; 30+ undergraduate credits; lived and studied in Spain, 9 months; lived and worked in (country), 3 years French: 4 years high school
32	1) John A. Jones; 2) 111 Main Street, Anywhere, AA 00000; 3) Spouse; 4) U.S. Department of Agriculture

If more space is required, use full sheets of paper approximately the same size as this page. Write on each sheet your name, birth date, and announcement or position title. Attach all sheets to this Statement at the top of page 3.

ATTENTION — THIS STATEMENT MUST BE SIGNED

Read the following paragraphs carefully before signing this Statement.

A false answer to any question in this Statement may be grounds for not employing you, or for dismissing you after you begin work, and may be punishable by fine or imprisonment (U.S. Code, Title 18, Section 1001). All the information you give will be considered in reviewing your Statement.

AUTHORITY FOR RELEASE OF INFORMATION

I have completed this Statement with the knowledge and understanding that any or all items contained herein may be subject to investigation prescribed by law or Presidential directive and I consent to the release of information concerning my capacity and fitness by employers, educational institutions, law enforcement agencies, and other individuals and agencies, to duly accredited Investigators, Personnel Staffing Specialists, and other authorized employees of the Federal Government for that purpose.

CERTIFICATION	SIGNATURE *(sign in ink)*	DATE
I certify that all of the statements made by me are true, complete, and correct to the best of my knowledge and belief, and are made in good faith.	LEAVE THIS BLANK ON YOUR MASTER COPY; SIGN AND DATE EACH COPY AS YOU SUBMIT IT.	

SESSION IV

GETTING A JOB

SESSION IV - GETTING A JOB

Total Time: 2 hours

Goals:

- To develop strategies for establishing contacts, interviewing, and maintaining personal morale as as part of a job search.
- To provide several tips and tricks of the trade related to conducting a job campaign. Especially the "Information Interview".

Overview:

The purpose of this session is to assist volunteers to understand the components of and be able to organize a job search or "campaign". This is really the "nuts & bolts" work - and it is work! - of finding a job. The goal is to give the volunteers suggestions on strategies, not to develop their skills in each of these strategies. The session focuses on giving a "tool kit" of resource material and of developing strategies to manage a job search.

Exercises:

1. Contacts, Interviews, Morale - Problem solving
2. Strategies for a Job Search - Lecture/discussion

Materials:

- Flip charts and pens for 3 groups
- "FVS Manual" if available (or "Close of Service Memorandum"- FVS)
- "Preparing for the Interview"
- "Information Interviewing"

Trainer Notes:

1. Review the Discussion Guides provided with the session.

2. The Former Volunteer Service Manual will be of great help during this session. It answers most of the mechanical questions about getting a job in both public and private sectors. It also gives good examples of several types of resumes and SF-171's which are based on a PCV's background.

Session IV - Getting a Job - cont.

It is also important at this stage to re-emphasize that while the prospect of looking for a job may seem arduous - that the volunteers have many of the skills they need to organize and implement a job campaign. You may want to refer to some of the skills already outlined in previous exercises as examples. If nothing else the process of getting a job will tap the RPCV's ability to be patient!

EXERCISE I - Contacts, Interviews and Morale

Total Time: 1 hour

Objective: For participants to develop suggested strategies for establishing contacts, interviews, and keeping their morale up during a job search.

Overview:

The purpose of this exercise is to assist volunteers in beginning to plan for a job search. Participants develop their own strategies in addition to being provided resource material which will support the job search. By developing their own strategies participants should realize that they already have many of the skills necessary to manage a job search.

Procedures:

Time	Activity
Introduction 5 min.	1. Explain purpose of session. Begin session by establishing the following points: - *Getting a job is work that requires* *...planning and* *...patience and* *...perserverance* - *Most jobs result from a contact inside an organization or a referral. So the importance of "networking" is key to a successful job campaign.* - *In addition to resumes and searching the want ads getting a job requires that you maintain your morale, broaden your contacts, and "look good" during interviews.*
Small Group Work 20 min.	2. Break participants into three groups. Give each a marker and two sheets of flip chart paper. Assign each group one of the following topics: - Contacts - Interviews - Morale

Exercise I - Contacts, Interviews and Morale - cont.

Ask each group to generate as many ideas as possible on how you might
- Make contacts
- Handle or prepare for interviews
- Maintain your morale

Reports & Discussion 25 min.

3. Report out: Ask each group to put their chart paper on the wall and briefly describe their suggestions. Examples of responses from previous sessions are provided below. Since the trainer has a handout on "interviewing" that report should be last. As each report is given, the trainer should elaborate or add points which might be of additional benefit as strategies. At the end of each report ask for additional suggestions so that each list is as complete as possible. By the end of this exercise participants should have as good a list of suggestions as any that might have been prepared ahead.

Interview Handout

4. After "interviews" report out - distribute and briefly discuss the "Preparing for the Interview" handout. This should be provided for future use and information.

Summary

5. Summarize this exercise by noting that all of the suggestions will probably come into use at one time or another and emphasizing that they came up with the list - i.e. used their skills to develop the suggestions.

6. Suggest that participants record the suggestions in their journal.

Option: If you have time you may wish to role play an interview with one of the participants. You may develop roles spontaneously or you may choose one from those suggested in the trainer resource materials for this session. This should only be done if it seems that most of participants need/want it. It is obviously going to be several months before they participate in an interview in the U.S., so the most useful tips are probably centered in the handout. In some of the field test workshops this option was done as an evening session.

Sample responses from previous workshops on the Exercise "Contacts, Interviews and Morale"

Responses from previous sessions have included: (These are examples only. It is not suggested that you add these to the list your group comes up with. They are provided only as background for the trainer).

Contacts

University placement
Friends
Relatives
Employment offices
Newsprint/magazines, etc
Welfare Office
Former employers
Walk-in
Meet at social events
Conferences and conventions
Creating and selling a job
State representative or Congressman
Professors and teachers

1. Talk it up - let people (friends, family) know you're looking for a certain kind of job
2. Contact people in the field you already know.
3. Hang out at places where people in the field might be found (bars, show biz, lawyers), conferences, exhibitions.
4. Register at employment agencies which specialize in that field.
5. Check the want ads in relevant professional journals.
6. Follow up all contacts (with resumes, thank you notes) quickly, but tactfully.
7. University Placement Services.

Interviews

1. Communicate probable questions and prepare responses.
2. Rehearse with a friend.
3. Be aware of possible weak points in resume.
4. Appearance counts.
5. Confident, positive.
6. Be prepared and organized.
   - research the company
   - Why did you leave your last job?
7. Be on time
8. Make the interview interesting - ask questions when appropriate
9. Try to be natural

Be sure you write the thank you note even if you don't get the job.

Morale

1. Write letters to friends in similar straits.
2. Keep Active - hobby, play, helping mom.
3. Get it out - talking to family and close friends.
4. Part-time job.
5. Sponge (off friends and relatives)
6. Keep positive attitude a) turn off negative tapes b) persevere
7. Yoga and meditation
8. Drink beer

EXERCISE II - Tips and Strategies

Total Time: 60 minutes

Objective: To provide additional strategies for managing the job campaign.

Overview:

The purpose of this exercise is to give volunteers resource material that will assist them to develop a job campaign. Central to these strategies is the concept and "Information Interviewing."

Materials: Handout - "Information Interview"

Procedures:

Time	Activity
	1. Introduce Exercise Purpose/objective
Reading 15 min.	2. Handout "Information Interviewing" and ask participants to read and be prepared to highlight the major points.
Discuss Article 15 min.	3. Lead a discussion of the article using questions such as:
	What do you see as major advantages of doing an information interview? (Possible responses are: keeps me active; practice interviewing skills from the other side; establishes contacts for later use as job possibility; improves my knowledge of the field/business; gets additional information to help me focus my resume.)
	What questions do you have about conducting an interview? (Possible questions: Do you think people will give you time to do an interview like this? Answer: Yes - people love to talk about themselves and their jobs. They will be especially open to the interview if you have been referred by someone they know.)

Exercise II - Tips and Strategies - cont.

What happens if you call and they say "no" even if you have been referred?
(Answer: Ask if they know someone else who might have the time or be willing to be interviewed.)

Tips and Strategies 25 min.

4. Using discussion guides provided in this session, highlight other job hunt strategies:

- Want ads
- Job Search/Headhunters
- Special Issues for RPCV's
  - non-competitive eligibility
  - Resources & Services available through Former Volunteer Services

Summary 5 min.

5. Closure: Recap the steps of the job campaign:

- Determining what you want from a job
- Establishing goals/objectives
- Develop Resume
- Develop a Network of Contacts
- Develop strategies for keeping up your morale
- Keep at it.

HANDOUTS and WORKSHEETS

for Session IV

SESSION IV
Handout

INFORMATION INTERVIEW

How to Do Information Interviewing

1. People to Interview

You can interview anybody who is involved in a job or occupational field of interest to you. As you get a clearer idea of the kind of job you are aiming towards, it is helpful to interview two kinds of people:

a) supervisors- can give you a good overview of the organization, information about qualifications for specific jobs, advice about other types of work in the organization or field of interest, and referrals to other supervisors in the organization.

b) people who hold jobs you're interested in- can give you a realistic idea of their work day, information about the skills you would most need, and inside information about the organization - eg. when jobs might be available, whom you should get to know, etc.

It's a good idea to work up to the supervisors by starting your interviewing with people you already know and getting referrals to those in hiring and supervising positions.

Setting up Formal Information Interviews

Referrals: By far, the easiest way to set up formal information interviews is to have a personal referral from someone you know who knows the person you want to interview.

Walk-In: When you don't have a personal referral, try walking in and asking to talk with the person you want to see right then and there. A live, warm, smiling body is harder to turn away than a voice on the phone.

Phoning: The next best method is to phone for an appointment. Secretaries often try to screen the people they work with from unknown phone callers. Give as little information as necessary,

making sure it is honest(e.g., "I'm interested in the work that he's doing and would like to talk with him about it."). If the secretary thinks that you want to apply for a job, he or she will want to refer you to Personnel, so be sure that you emphasize that you want to talk with the person for informational purposes only.

Letters: Letters should be used only when absolutely necessary for setting up interviews because they can easily be ignored, or end up in the wastebasket. They should always be used to say thank you after the interview.

How TO Proceed

- You are conducting the interview, so know what your information purposes are and what kinds of questions you want to ask.

- You want to learn what this person does in his/her job, what he/she likes most about it, etc. You also need to direct the discussion so as to focus on your skills, interests, and job needs. If you let people talk through the whole interview about their jobs only, you will not get valuable information about other job options for you, other departments or organizations to investigate, ways to get around job qualification barriers, referrals to other people, etc.

e.g. "Hearing about your job has helped me to think more about what I want in a job. Can you think of some jobs that would involve more _____ than yours does? - or would use more of my skills in _____?"

- Ask open-ended questions instead of questions that can be answered by yes, no, or simple facts.

e.g. "What do you think are the most important qualifications for a job like this?" Not, "Do you need a business course to get this job?"

- If people mention barriers to your getting what you want, instead of accepting them as "dead ends", ask them to think through the problems with you.

e.g. "What would you do if you were trying to find a job in this area right now?"

● Get the person to refer you to other people who can be helpful to you. Questions such as the following could be asked:

"Can you think of other people for me to talk with about other job options that would be right for me?"

"Can you think of other departments or organizations which might be of interest to me?"
(If you are given the names of other departments, ask if there are some specific people who the person knows and could refer you to. Ask if you may use the person's name when you call these other people.)

Follow-Up

A note or letter should follow the interview. Try to include some specific information that proved especially helpful to you, or to mention one suggestion that you're planning to follow through on. When you're interested in keeping in further contact, do so by phone or drop-in visits every three to four weeks.

Suggested questions for the interview:

1. What type of formal training have you had?

2. What other fields have you worked in over the years? If you have changed, what led to the changes?

3. What other experiences or training have you had that were helpful to you?

4. Could you describe briefly an average day's activities?

5. What do you like best about your present situation? What do you dislike?

6. What are the main problems or frustrations you encounter in your work?

7. What advice would you have for someone considering your field or a similar position today?

8. What kinds of training or experience would be helpful to the person entering your field now?

9. Are there related fields I should explore? Other people I should talk with?

PREPARING FOR THE INTERVIEW

KNOW YOURSELF

I Think through your career goals. Where do you see yourself five years down the road? How does this job contribute to your overall career goals?

II Analyze your strengths and weaknesses. Make a list of your strengths and weaknesses as a pre-interview exercise.

III Be able to specify the skills you have accumulated from your work or life history.

IV Review your record of work experience and education that you have sumbitted to the agency on your resume or job application.

Be able to talk about specific job duties.

If you have been fired from a job, be prepared to state the reasons. Be honest. Have something positive to say about the experience.

V Analyze your values. Will your personal values conflict in any way with those of the agency?

VI Pin-point people who know you and your skills for references. Have names and addresses of these people handy.

KNOW THE AGENCY/COMPANY

Research the agency. Find out as much information as possible about the agency and the particular position for which you are applying:

a) Read organization literature (annual reports, brochures, etc.) available directly from the agency/company.

b) Check the business section of the library, the Chamber of Commerce, and the Career Development Center for more in-depth information about the agency/company.

c) Visit the job setting and talk with one of the employees. In this way you can obtain personal information about the work situation.

d) Interview someone in authority (the supervisor or owner) in the agency/company. This will not only give you more inside information, but may work to your advantage in terms of the interview/selection process.

e) Reread the job description. Know the specific duties and qualifications.

f) Formulate a few questions based on the above information that you might ask the interviewer.

PUTTING IT ALL TOGETHER

Mentally integrate all the information you now have about yourself and the agency/company. See how your skills, past experience, education, and values fit into the needs and expectations of the agency/company. Why are you the best person for this particular job?

Richard Bolles, author of What Color Is Your Parachute?, found that people who experience a high degree of success in interviews spent:

50% of the interview talking about themselves, and
50% of the interview talking about themselves in relationship to the agency/company.

PROFESSIONAL POSITIONS

Use these questions as a guide to prepare yourself for a job interview.

QUESTIONS MOST ASKED DURING INTERVIEWS

1. What are your future vocational plans?
2. How do you spend your spare time? What are your hobbies?
3. In what type of position are you most interested?
4. Why do you think you might like to work for our company?
5. What jobs have you held? How were they obtained? Why did you leave?
6. Why did you choose your particular field of work?
7. What percentage of your college expenses did you earn? How?
8. How did you spend your vacations while you were in school?
9. What do you know about our organization?
10. What qualifications do you have that make you feel that you will be successful in your field?
11. What are your ideas on salary?
12. How interested are you in sports?
13. Do you prefer any specific geographic location? Why?
14. How much money do you hope to earn at age 30? 35? 40? 45?
15. How did you rank in your graduating class in college?
16. What do you think determines an individual's progress in a good company?
17. What personal characteristics are necessary for success in your chosen field?
18. Why do you think that you would like this particular type of job?
19. Are you looking for a permanent or temporary job?
20. Do you prefer working with others or by yourself?
21. What kind of boss do you prefer?
22. Are you primarily interested in making money or do you feel that service to your fellow man is a satisfactory accomplishment?
23. Can you take instructions without feeling upset?
24. How did previous employers treat you?
25. What have you learned from some of the jobs you have held?
26. Can you get recommendations from previous employers?
27. What interests you about our product or service?
28. What was your record in military service?
29. What do you know about opportunities in the field in which you are trained?
30. How long do you expect to work?
31. How old were you when you became self-supporting?
32. Do you like routine work?
33. Do you like regular hours?
34. What size city do you prefer?
35. When did you first contribute to family income?
36. What is your major weakness?
37. Define cooperation?
38. Do you demand attention?

Most asked questions ... - cont.

39. Do you have an analytical mind?
40. Are you eager to please?
41. Have you any serious illness or injury?
42. Are you willing to go where the company sends you?
43. What job in our agency would you choose if you were entirely free to do so.
44. Is it an effort for you to be tolerant of persons with a background and interest different from your own?
45. What type books have you read?
46. What type of people seem to rub you the wrong way?
47. Do you enjoy sports as a participant? As an observer?
48. What jobs have you enjoyed the most? The least? Why?
49. What are your own special abilities?
50. What job in our organization do you want to work toward?
51. Would you prefer a large or small company? Why?
52. What is your idea of how industry operates today?
53. How about overtime work?
54. Do you like to travel?
55. What kind of work interests you?
56. What are the disadvantages of your chosen field?
57. Are you interested in research?
58. What have you done which shows initiative and willingness to work?

INTERVIEWING YOUR EMPLOYER:

1. Do you have a training program? Describe it.
2. What specific responsibilities are trainees given?
3. What percentage of your management...
   - is a product of your training program?
   - comes from a specific area or school?
   - holds a graduate degree?
4. What are promotional possibilities within your firm? i.e. where can I expect to be two years from now?
5. If I join your organization and decide to change fields, can it be done within your organization?
6. What's the cost of living and the housing situation where I'd be employed?
7. Does your company have any additional benefits such as cost of living adjustments, employee group life and medical insurance, company-paid retirement plan?
8. How does your company's size and growth compare with others in your industry?
9. What is your company doing in the way of public service?
10. How does your employee turnover rate compare with other companies?
11. There must be some negative aspects of the job you're offering. What are they?

SESSION IV
Handout

INTERNSHIPS & VOLUNTEER PLACEMENTS

QUESTIONS MOST ASKED DURING INTERVIEWS

1. Why have you chosen this field for internship/volunteer work? Why have you chosen this particular setting?
2. What academic classes have you had that relate to or encourage you to seek this placement?
3. What prior experiences have you had working in this area?
4. What have you learned from your classes and experiences that you bring with you to this setting?
5. How well do you accept direct supervision and constructive criticism from peers and supervisors?
6. What do you see as the role of an intern/volunteer? What do you see as the role of a supervisor of interns/volunteers?

INTERVIEWING YOUR EMPLOYER

1. What specifically are the intern's/volunteer's tasks in this setting?
2. What kind of training is available to the intern/volunteer? Who will supervise the training?
3. What responsibilities can the intern/volunteer assume?
4. To whom is the intern/volunteer accountable?
5. Is there any printed material that will provide information on the agency's functions and philosophy?

PART TIME EMPLOYMENT

QUESTIONS MOST ASKED DURING INTERVIEWS

1. What are your qualifications?
2. What days and hours are you available to work? Can you work weekends?
3. Do you have your own transportation?
4. Will you have any financial support other than this job?
5. Do you see any possible conflicts between your schoolwork and working the desired hours?
6. How long will you be in school and able to work in this position?
7. Will you be able to work during school vacations?

INTERVIEWING THE EMPLOYER

1. What are the working conditions?
2. Who will supervise the work performed?
3. What are the possibilities of this position becoming full time?

GRADUATE SCHOOLS

QUESTIONS MOST ASKED DURING INTERVIEWS

1. Why are you applying to this particular program? Why are you applying to this college?
2. What are your future goals in this field? Ideally, where do you see yourself five years from now?
3. What experiences have you had that have encouraged you to choose this field of study?
4. How does your undergraduate, academic work relate to your chosen field of graduate study?
5. Questions specifically referring to that particular program's expectations of students.

INTERVIEWING YOUR GRADUATE SCHOOL

1. What kinds of backgrounds (academic and work) do your graduate students have?
2. What is the average college GPA of students admitted?
3. What kind of financial aid is available?
4. What percentage of your graduates are working after graduation?
5. What career planning and placement services are available?
6. What do you see as the strengths of your program? What do you see as the weaknesses of your program?

NEGATIVE FACTORS EVALUATED DURING THE EMPLOYMENT INTERVIEW WHICH FREQUENTLY LEAD TO REJECTION OF THE APPLICANT

1. Poor personal appearance
2. Overbearing, overaggressive, conceited, superiority complex, know-it-all.
3. Inability to express oneself clearly - poor voice, diction, grammar.
4. Lack of planning for career. No purpose and goals.
5. Lack of interest and enthusiasm, passive, indifferent.
6. Lack of confidence and poise. Nervousness. Ill at ease.
7. Overemphasis on money. Interest only in best-dollar offer.
8. Unwilling to start at the bottom. Expects too much too soon.
9. Makes excuses. Evasiveness. Hedges at unfavorable factors in record.
10. Lack of tact.
11. Lack of maturity.
12. Lack of courtesy. Ill mannered.
13. Condemnation of past employers.
14. Lack of social understanding.
15. Lack of vitality.
16. Fails to look interviewer in the eye.
17. Limp, fishy hand shake.
18. Indecision.
19. Sloppy application blank.
20. Merely shopping around.
21. Wants job only for short time.
22. Little sense of humor.
23. Lack of knowledge of field of specialization.
24. Parents make decision for him/her.
25. No interest in company or in industry.
26. Emphasis on whom she/he knows.
27. Unwillingness to go where company sends him/her.
28. Cynical.
29. Low moral standard.
30. Lazy.
31. Intolerant, strong prejudices.

SESSION IV
Handout

SAMPLE THANK YOU LETTER FOLLOWING INTERVIEW

It is always important to send a thank-you letter to the interviewer or recruiter you spoke with at a job interview. The letter should be sent very soon after the date. This is just one sample.

Your address
Date

Name of Interviewer
Name of School/Firm/Agency
Address

Dear_____

Thank the interviewer for the time spent in the interview, or for the opportunity to interview.

Mention some item discussed in the interview to help the interviewer remember you. Express your continued interest in working for the employer.

Again, thank you for the time and consideration involved in reviewing my qualifications for your school district/company. I look forward to hearing from you.

Sincerely,

Space for signature

Your name

TRAINER DISCUSSION GUIDES
for SESSION IV

The attached discussion notes should be used to prepare comments/brief lectures for Session IV - Getting a Job.

As an option the trainer may also wish to distribute copied of the notes to the participants.

GETTING A JOB

DISCUSSION GUIDE

Job Campaign - Strategies and Discussions

- Provide an overview of sources that may be helpful to Peace Corps volunteers in a successful job marketing campaign. Be sure to emphasize the following sources:

  - Newspaper help-wanted advertisements
  - Personal contacts
  - Employment agencies and search firms
  - Referral and information interviews

- Employment experts have traditionally advised job seekers to dig consistently through want ads; all too often, however, job openings are not advertised, and some employers advertise on a regional and national level.

- Lower paying jobs should be found more abundantly in want ads, while the higher salaries are primarily in regional and national media.

- Good newspaper sources to consider in addition to local newspapers, are:

  - The New York Times (especially Sunday edition)
  - The Los Angeles Times
  - The Chicago Tribune
  - The Wall Street Journal (four regional editions)

  However, only 8-10% of all available jobs are advertised in the newspaper.

- The Weekly Review of Management Job Openings monitors job openings throughout the country and identifies practically all job openings in the $20,000 range.

- There will probably not be one ad that will fit the skills and interests of the volunteer exactly; for this reason, do not restrict yourself to those ads which seem to fit exactly.

- A safe practice to follow in regard to salary is not to mention salary if the employer does not.

Job Campaign - Discussion Guide - cont.

- The general idea is to avoid being screened out on tne insignificant matters.
- With the competition for jobs so great, it is a sound strategy for the volunteer to plan an ad follow-up campaign to place your name in greater context.
- A key point for the volunteer to remember is that the success rate with want ads may be low due to the keen competition for jobs.
- There is truth to the statement that, "It's not what you know but who you know".
- A successful approach to using job contacts is to wait until other approaches in the job marketing campaign are well underway.
- Using discriminating taste in selecting the personal contacts that have more potential may be important to achieve positive results.
- Knowing strengths and successes and having a strong resume enables the volunteer to be clear in the approach to a personal contact.
- Depending on the job search goals of the volunteer, using an agency or search firm may be an option.
- Peace Corps volunteers may consider using agencies, but need to remember that agencies work for employers, and take less personal interest in tne job candidates.
- Head hunters or executive search firms primarily handle recruitment for positions over $30,000, usually in business or management.
- A returning volunteer may wish to use other job search sources initially before thinking about the value of search firms.
- A less ccmmon but by far less used approach to job marketing is the referral and information interview, used to seek personal advice from someone who is successful in the field or who has extensive contacts.
- This approach customarily involves a letter or a phone call to the person which is carefully phrased and shows respect for them as a resource, and then

Job Campaign - Discussion Guide - cont.

appeals for their personal assistance in your career decision-making process. A resume is not usually included with the letter. A telephone call to confirm the appointment should be made one or two days prior to the appointment.

- There is one major factor with this option: all parties must be clear on the fact that this is not a job interview, nor is it expected to yield a job.

Interview Discussion Guide

Job Interview: Summarize the elements of the employment interview as follows:

- Interviewing is a unique communication process utilizing certain techniques towards a purpose and a specific outcome. The structure of the questions during the interview may be open or closed.

- The major objective of a job interview is to commute the experience into a job offer.

- Successful interviews are led by the applicant who controls the direction and flow of the interview.

- Phases of the interview are:

  - introductory,
  - developmental, and
  - summary (wrap-up).

- The introductory phase includes clarification, a statement of purpose, setting expectations (may not be stated), and listening and observing.

- The developmental phase includes work experiences, education-early years, present activities and interests.

- The summary phase is a wind-up of discussion, summing of strengths and weaknesses and closing remarks.

- Preparation for the interview should include the following:

  - Utilize reference material to obtain specific job information. If you know the job title, look up tasks in the Dictionary of Occupational Titles (D.O.T.) and job requirements.
  - Do not hesitate to call the Better Business Bureau to procure information on the company's reputation. Know the organization's size, background and type of work.
  - Obtain literature about the job. Call a person who has the same job capacity and find how he/she views the position.
  - Review your resume and background carefully and commit relevant information to memory.
  - Be able to communicate a solid understanding of your previous accomplishments.

Interview Discussion Guide - cont.

- Applicants should confirm and check the date, time and location of the interview. Being on time is important; arriving too early could give the impression of over-anxiety or desperation.

- Modes of dress are also very important. In general, most people do best by dressing conservatively and trying to appear as relaxed, neatly groomed and successful as possible. Remember, your clothes talk for you before you open your mouth.

- Develop a positive mental attitude about the employer, demonstrating this during the interview.

  - Think like a worker. (Alter words representing your thoughts to conform to the organization's thinking).
  - Team spirit is an important attribute of a prospective employee. Pre-think answers to interviewer's questions by considering the team good before the personal good.
  - An employer desires an applicant who is planning a long career with the organization.
  - Begin to formulate responses that speak to your good character as well as to the information required.

- Other points to keep in mind are

  - A good interviewer attempts to collect unbiased information. You will do most of the talking. Answer all questions accurately and to the point.
  - The interviewer may question what you've said. He or she really wants to understand you. Don't back down on your beliefs and statements (consistency is the key).
  - Let your background and accomplishments speak for themselves. Interviewer is trying to compare your capabilities and interests with job requirements of the company.

- The interviewer is looking for:

  - relevance of work
  - sufficiency of work
  - skill and competence
  - adaptability
  - productivity
  - motivation
  - interpersonal relations
  - leadership
  - growth and development

Interview - Discussion Guide - Cont.

- Therefore the volunteer should anticipate these kinds of questions:

  - Why did you join Peace Corps?
  - Tell me about your job there.
  - Things you liked best or least.
  - The most difficult problem faced and how it was handled.
  - What you're looking for in a career.
  - Ways of dealing effectively with people.

- The interviewer is looking for, in terms of education

  - relevance of schooling
  - sufficiency
  - intellectual abilities
  - versatility
  - breadth and depth of knowledge

- Some things to avoid during the interview:

  - Do not volunteer samples of your work unless requested or unless understood initially;
  - Avoid criticizing past employers or Peace Corps;
  - Avoid holding interview too long or staying around after it has ended;
  - Do not feel pressured to take a lower salary than you are seeking;
  - Do not accept a job during interview, but take time to think it over.

- A response after the interview is very appropriate in which appreciation for the interview is expressed. This also gives you a chance to reaffirm the strong points and restate interest in the position.

Optional Exercise: ROLE PLAY PRACTICE INTERVIEW

(Total Time 75 min.)

Overview:

This exercise may be used in addition to the discussion on interviewing. The role sketches provided may be the basis for roles participants play or you may wish to develop "spontaneous" situations using those the participants are likely to encounter in their job search. Whichever role model is used it is important to use the observation guide provided or to use other questions at the end of the role play to highlight the major points to be remembered.

Procedures:

- Open the exercise by telling the group that they are going to practice an interview. They will each have an opportunity to play the interviewer, a Peace Corps volunteer and an observer.

- Divide participants into groups of three and assign space. Each group will decide who will play the characters in the first role play.

- Instruct participants that:

  - Interviewer and applicant review the situation description. The materials for the interviewer and applicant are identical. In each case, assume that this is a first contact.
  - Observer must review the critique sheet and the situation description. Each group will complete the first role play in 5-10 minutes.
  - Each group will take about 5 minutes to critique the first role play (using observation sheet).
  - After completing the first role play and critique, each group will shift roles and complete the next role play. Have each group do at least three role plays so that every group member has a chance to be an applicant.

Processing the Role Play

It may be helpful for the trainer to use the following guidelines when facilitating the debriefing:

- Deal with feelings, both during the experience and right now.

- What did you observe about the process that took place?

Optional Exercise - cont.

- communication styles and patterns
- nonverbal behaviors
- congruence between verbal and nonverbal statements
- what helped the process
- what hindered the process

- What can we generalize from the experience?

  - implications for personal style
  - implications for interviewing strategies
  - personal learnings

- How can I apply what I learned?

  - Are there behaviors I want to change? Will I change them? Why? Why not? Are there interviewing strategies I need to develop? Why? Why not?

Note: Rather than dividing the group into triads, trainer may conduct role plays in large group setting. During these demonstrations focus should be on applicant and his/her interviewing strategies.

Summary

- Briefly review the major points about a job campaign developed during the module. Ask participants to share any learnings they are willing to discuss with the group.

Optional Exercise - cont.

ROLE PLAY SKETCHES: APPLICANT

#1 Your ultimate goal is to obtain a Ph.D. However, you have decided to seek employment to finance your education. You arranged this interview based upon a newspaper advertisement that sounded interesting. You know nothing about this organization and are seeking information.

#2 You are extremely positive about your Peace Corps experience. You believe that your two years enabled you to grow personally and professionally. You feel very strongly that you have skills to offer to the "right" organization. You want the job!

#3 You have been unsuccessful in earlier attempts to seek employment. Although you still have some funds saved, things will become difficult soon. It is important that you obtain a job. You are particularly interested in this organization but feel unsure that you have the appropriate qualifications.

#4 You want to change careers. You are knowledgeable of the organization since you have done research and talked to persons already employed at the agency. You feel that while your skills and experience are not exactly what was identified, you have great potential. Your commitment and energy is evident during the interview.

#5 You believe that your Peace Corps service was one of the highlights in your life. You were referred to the agency by a close friend, but are not sure that you really want the job. In other words, the agency must meet your standards. You are assured and confident and seek to get a sense of agency expectations.

Optional Exercise - cont.

ROLE PLAY SKETCHES: INTERVIEWER

#1 It has been a long day. You have already interviewed eight people for the position and have not been impressed. Based upon your cursory review of the next applicant's resume, you are skeptical that he or she can do the work. You definitely need to be convinced.

#2 As an interviewer, you are very precise and efficient. Your primary interest is skills and technical knowledge. Your interviewing style can be characterized as being aloof and uninterested. You have very little knowledge about the Peace Corps but personally believe that it is a haven for radicals.

#3 Your interview style is comfortable and informal. You believe that "personality" is as important as "skills" in potential employees. You prefer applicants to "sell themselves" rather than respond to your questions. Your favorite opening statement is "tell me about yourself."

#4 This is the first former Peace Corps volunteer that you have interviewed. You are curious about the applicant's experience since you had previously thought that Peace Corps was no longer functioning. You are extremely supportive of the applicant and ask facilitative questions.

#5 You have reviewed the applicant's resume and feel that he or she is not qualified for the position. However, a personal friend has contacted you and arranged this interview. You are polite but cautious.

Role Play: Process Observation Form

1) WHAT WAS THE CLIMATE AND TONE OF THE INTERVIEW?

2) DID THE APPLICANT CLEARLY STATE HIS/HER QUALIFICATIONS FOR THE JOB? IF NOT, WHAT EFFECT DID HE/SHE HAVE ON THE INTERVIEW?

3) IN WHAT WAYS DID THE INTERVIEWER CONTROL THE PROCESS? WHAT IMPACT DID HE/SHE HAVE ON THE APPLICANT?

4) WHAT TYPE OF IMAGE DID THE APPLICANT PRESENT DURING THE INTERVIEW?

5) WHAT NONVERBAL BEHAVIOR DID THE APPLICANT EXHIBIT? DESCRIBE.

Role Play: Process Observation Form (continued)

6) WHAT PROBLEMS, IF ANY, DID THE APPLICANT ENCOUNTER DURING THE INTERVIEW?

7) WHAT BEHAVIORS EITHER HELPED OR HINDERED THE APPLICANT'S INTERVIEW?

SESSION V

REVIEWING THE PEACE CORPS PROGRAM

SESSION V

REVIEWING THE PEACE CORPS PROGRAM

Total Time: 1 - 1½ hours

Goals:

- To provide staff and PCV's to share their reactions regarding the effectiveness of the PC program in the host country.
- To generate a list of improvement needs and areas of satisfaction with regard to several PC program areas.

Overview:

The purpose of this session is to give PCV's and staff an opportunity to share ideas that can be used to maintain the aspects of the Peace Corps effort which are working well and to strengthen those areas which need improvement.

As many staff as possible should attend this session so that they may have the opportunity to seek clarification of all points; demonstrate the interest in feedback from the PCV's; and to provide PCV's with comments regarding their efforts, as well as participants.

If staff-volunteer relations are less than "positive" this exercise may be anxiety provoking. As a matter of fact, even if staff relations are positive it may spark some apprehension. It is important to assure all participants that this is not a "dumping" session. (i.e., the volunteer and staff are not going to spend an hour "bitching and moaning" about how bad it is.) It is rather the beginning of a problem solving effort aimed at maintaining and improving the way Peace Corps does its work in-country. Key to this effort is having information that is useful as feedback - meaning that it is presented in a way which clearly describes the needed change and avoids blaming, personal attack or negative anger or bitterness.

Exercise: Reviewing the Peace Corps Program

Materials: flip chart and pens - one for each six work groups

EXERCISE - REVIEWING THE PEACE CORPS PROGRAM

Total Time: 1 - 1½ hours

Objective: To provide a method for volunteers and staff to share ideas about areas of satisfaction as well as areas for improvement of the Peace Corps program in country.

Overview:

The rationale for this exercise is to provide a structure helpful to the improvement of Peace Corps' programming, administration, and volunteer support efforts in country. Key to the success of the exercise is that the volunteers and staff who participate must also share this motivation - to help and to improve.

Procedures

Time	Activity
Introduction 5 min.	1. Introduce the exercise by sharing the goals and explaining rationale. In addition to sharing major points of the session overview, and the importance of giving information in the spirit of working towards the improvement of PC in the future, emphasize that this is the beginning of that improvement process - the end of which may not be seen by the participants since they will be leaving.
Put on Flip Chart; Discussion Topics 5 min.	2. Present and review (put headings on flip chart) the topics about which feedback is to be given. - Pre-Service Training: feedback regarding the adequacy for the PC assignments including cultural information, language training, and development skills - Volunteer Support: areas which might be included here are in-service training; counseling/emotional support systems; other areas of support. - Role of the staff: (this might be ticklish) this area should focus on ways in which staff were involved in the development and implement-

Exercise - Reviewing the Peace Corps Program - cont.

tation of the program/projects in-country. Suggestion may be given with regard to what the staff should or should not be doing to support the volunteer.

- Role of the Volunteer: this area should discuss improvements in the way volunteers approach their PC/assignments and the responsibilities attendant to it.

- Agency relations: suggestions/comments about the work PC does, or need to do with local government agencies (on national or local levels). This area may include recommendations for new contacts or people with which to maintain contact that has been established by a current PCV.

- New Initiatives: suggestions for new projects, expansion/modifications/contractions of existing program. This area may also include comments regarding the general programming effort.

NOTE: You may want to ask staff to work in a separate group and to work on two of the categories - "Role of Volunteer" and "New Initiatives".

Break into Work Groups

3. Divide participants into six groups. Assign one topic to each group.

Small group work 30 minutes

4. Give the following format by which they should structure their comments. Tell the participants to develop a list of recommendations under the following headings:

1 - Stop/do less
2 - Start/do more
3 - Continue doing/it's just right

Responses given for each heading should include alternatives.

Give each group three sheets of newsprint and a marker to record their recommendations. Each sheet of newsprint should be titled with topic area and one of the "stop-start-keep doing" headings.

Exercise - Reviewing the Peace Corps Program - cont.

5. At the end of thirty minutes ask participants to post flip charts on the wall.

Review 5-10 min.

6. Ask participants to walk around room to review each set of reports and note any which they would like to have explained/clarified.

20-30 min.

7. Large group discussion: In conducting the discussion keep it focused on the information that is being presented. There is not enough time to discuss and resolve all of the issues listed. Encourage additions to the list. Make sure that all statements are clearly stated and adequately explained so they will be useful to those responsible for implementing the suggestions.

Summary 10 minutes

8. As a closing question ask the group to give a response(s) to the following:

- What is the most important message that this group would like to leave PC/_____ with regard to 1) improvements and 2) satisfaction?

Trainers Notes:

1. During the small group work and large group discussions don't let people get bogged down on one point. Keep the discussion moving. The goal is to generate recommendations not resolve them entirely. If someone seems to be stuck on one point you might ask them to state clearly "What is it you want to stop/start, more/less etc.?

2. If time is limited, delete one or two of the topics and have fewer group reports. Other topics more relevant to a particular country situation may be substituted as appropriate.

SESSION VI

PREPARING for RE-ENTRY

SESSION VI - PREPARING for RE-ENTRY

Total Time: 4 hours 25 minutes

Goals:

- To assist volunteers to identify their individual expectations and assumptions about leaving the host country and returning to the U.S.A.
- To develop strategies for preventing and dealing with problems of re-entry.
- To develop responses useful to implementing PC Goal #3 - Development Education.

Overview:

This session is designed to help volunteers look at the leaving process and begin to plan for the "re-patriation" to the USA.

The session should be introduced as a Problem Resolution and Prevention workshop since the focus will be on anticipating re-entry problems and developing strategies for preventing or dealing with them.

It is important to remember - and emphasize - that leaving is stressful and that stress is manageable. Much of the stress that occurs, is based on fantasies of what it will be like to be home and how "different" the volunteer perceives him/herself to be (See Handout: "Doing Yourself In").

In this session volunteers begin to consider the range of possibilities of what it will be like when they go home - the positive and the negative. This includes a close look at the volunteer's expectations and assumptions about going home and how those assumptions may, in fact, effect re-entry.

Again it will be important that the PCV realizes that the skills needed to re-enter the U.S. culture are precisely those that they needed to enter the host country culture - the difference is that now they've had two years of practice - and that they may be less patient or tolerant with the infirmities of "home" than of the host country.

Exercises:
1. Guided Fantasy: The Trip Home
2. Moving On - Sentence Completion
3. Concerns/Problems/Resolutions - Problem Solving
4. Educating the Folks Back Home

Materials: "Moving On" exercise, "Doing Yourself In.." and "Ten Minutes Out.." Handouts; Coat of Arms and Volunteer in Development from Session II

EXERCISE I - Guided Fantasy - "The Trip Home"

Total Time: 25 minutes

Objective: To give volunteers an opportunity to focus on their re-entry and to get in touch with some of the pluses and minuses they may have in mind regarding that experience.

Overview:

The guided fantasy requires that participants be able to relax and spend a few moments with no distractions. The person who facilitates the exercise should speak softly, distinctly and slowly, playing on the vowel sounds. Allow plenty of time between the "cues". Allow participants time to visualize each cue before moving on to the next. At the end of the "fantasy" allow a few minutes for people to "come to". Some may also wish to briefly share their experience with someone else - but those who wish not to exchange comments should be given the option to pass.

The fantasy should take them back home and "show" them some of the situations they might face upon re-entering the U.S. It should hit on situations of the pace of living; cost of living; meeting neutral or uninterested friends and family; materialism; as well as "minor" factors of life - i.e. waiting in lines; supermarkets; traffic, etc. It should also highlight getting back to some good things. If the trainer is a former volunteer she/he can draw from her/his own experience to describe "scars". A suggested script is given below and should be expanded or altered as seems appropriate for the participants needs and trainer style. Using a soft tone of voice and, speaking slowly, allow plenty of time between cues for images to form.

Procedures:

Time	Activity
Fantasy 10 min.	1. Before the session, rehearse out-loud the script you intend to use. Practice the pace and tone of your presentation so that it will achieve the purpose.
	2. Ask participants to make themselves comfortable, (put away materials, pens, etc.) It is best to have participants lie on the floor. But some may wish to just relax in their seats.

Exercise I - Guided Fantasy - cont.

3. Spend a few moments getting participants relaxed:

Just relax...take a deep breath...relax, take another deep breath...hold it...let it out slowly... imagine the tension in your body escaping from your fingers, feet...just let it go...clear your mind...as you relax picture some things in your mind...your favorite food...a special person... whatever...

Now, I'd like you to imagine that you're leaving (country) and going home...imagine that you're on the airplane...you look back down and you remember the good times...and some of the hard times...and you wonder if you'll ever return. Think about what it's been like...what things do you want to remember...

(pause)

The plane trip takes several hours and you spend your time thinking about arriving back home. You think about who'll be there to meet you...about the friends/family you want to see first...about having that "food" you've missed for two years... take a minute to get in touch with what you can expect when you get home.

(pause)

Now the plane is landing in your hometown. You're in a hurry to get off and see your friends/family but there's a line - a long line - just like in (country). You wait...finally the line moves and you're walking toward the area where your family will be waiting...but no one is there...nobody met you! You wait 20-30 minutes and finally they come. You exchange hugs, kisses, and greetings and proceed to the car for the ride home. You feel good about being home, you have so much to tell everybody.

(pause)

As you ride in the car, everyone talks about how excited they are to have you home...they point out

Exercise 1 - Guided Fantasy - cont.

the new shopping mall - the largest in the area, has everything, everyone thinks it's good... someone remarks about the new furniture they bought...that you must see... someone else remarks about the weight you lost or gained...occasionally they ask "how was it?"..."was it really like you said in your letter?" ...the conversation goes on, the traffic is heavy...

(pause)

Now, slowly come back to this room...remembering the feelings and thoughts you had on this "trip". When yo re ready, open your eyes.

Discussion Large Group 10 min.

4. Discuss reactions and feelings. What were the high and low points? How do you think you'll react when you get home?

Transition

5. Bridge discussion into the next exercise on leaving and re-entry.

All these reactions are part of the "leaving and re-entry process" you're going or will be going through. There are several ways you might be thinking of managing this process and we would like for you to focus on those in the next exercise called "Moving On".

EXERCISE II - Moving On

Total Time: 60 minutes

Objective: To provide a structure for volunteers to begin thinking, talking and planning about leaving and re-entry.

Overview:

The purpose of this exercise is to get participants to focus their thoughts about leaving and re-entry. The images from the "Guided Fantasy" will assist them to respond to the sentences provided in the exercise. This discussion will then form the basis for the problem identification and resolution exercise which follows.

Materials: "Moving On" handout

Procedures:

Time	Activity
Introduction	1. Explain purpose of the exercise.
Set-up exercise 5 min.	2. Ask participants to pair up with someone they know well.
	3. Pass out "Moving On' sentences - one sheet per pair. Explain exercise:
	This is a sentence completion exercise which uses free association in which your partner will read the beginning of the sentence and you will complete the sentence saying the first thing that comes into your mind. You'll find the images from the fantasy useful in giving your responses. About half-way through the exercise you should switch roles and give your partner a chance to respond to the sentence completion. Then switch again and complete page 2 in the same way. You'll have 30-40 minutes.
Exercise 30-40 mins	Ask person now holding "Moving On"'sheet to begin reading the sentences, giving time for their partner to respond before going on to the next sentence.
Time Checks	4. The trainer should give halfway and last 5-minute warnings to help keep people

Exercise II - Moving On - cont.

on the task. Digression into discussion triggered by specific statements is very likely. Make sure both partners respond to all the statements.

Summary
25 min.

5. As pairs are discussing, put each of the following three sentences on one sheet of flip chart paper.
- I think the hardest part of going back for me will be.....
- The most stressful part of leaving will be....
- When I think of returning home I feel.....

When the pairs are finished, in the large group ask individuals to write their responses to those three sentences on each chart. After they have completed this the trainer should review list and summarize.

As we look at these lists we can see the problems we anticipate in leaving and returning home. We can also see the mixture of feelings there are about going home. We each leave and re-enter with feelings, fantasies, fears, and ideas of what we could or should have done and what in the future we think we will have to deal with. As we continue with this process we want to begin to look at some strategies we can use to help us manage the anxieties of leaving and going home. In the next exercise we're going to develop some ways to respond to the problems we anticipate in re-entry.

Handout
"Ten Minutes Out"

6. Handout "Ten Minutes Out". Distribute this now if you are at a break and ask participants to review. Otherwise you may wish to distribute at the end of Exercise III -"Re-Entry Concerns..."

EXERCISE III - Re-Entry Concerns/Problems/Resolutions

Total Time: 90 minutes

Objective: To develop specific strategies for responding to some of the concerns or problems volunteers anticipate in the re-entry process.

Overview:

With the exception of a few introductory remarks about re-entry and the sharing of personal experience the trainer should avoid "giving the answers". It is important that volunteers realize that they developed the strategies from the skills they now have to respond to "new" situations.

The close of this exercise should summarize the main points of the article "Ten Minutes Out - For Those About To Return Home" and review the points in "Doing Yourself In".

Materials: "Ten Minutes Out...."
"Doing Yourself In"

Procedures:

Time	Activity
Introduction Overview 10 min.	1. Introduce exercise by bridging from previous exercise (see suggested statement at the end of the "Moving On" exercise) Additionally the following comments may be appropriate.
	From the exercise "Moving On" we found: summarize the results (i.e. "Returning Home" sounds positive; people are ready to move on; some are sad nonetheless)
	We would like to share a few things about the leaving process and making future plans;
	You are going back to places which may have changed. You are going back also as a person who has changed.
	An important part of that process is looking at what is ahead of and behind you - you will be leaving one or two special host country friends as well as PCV friends, many of you will be leaving experiences that have been positive for you; there may be some unfinished work, e.g. a report you

Exercise III - Re-entry concerns ... cont.

meant to write but didn't or the trip you intended to make but never got around to. It is important to put these things into perspective - taking time to say goodbye, going for that last meal at your favorite eating place - taking the time to do the things that are important to the leaving process.

It sometimes may appear to some of you that there are too many decisions to make - and even small ones may seem big to you. The result may be to feel grouchy - to "check out" before it is time to leave and/or to get annoyed at the way things are going. You may find yourself getting angry and ready to leave even before it is time to go.

Facilitator - you will expand on the notes by referring to the handout, "Ten Minutes Out - For Those About To Return Home - Some Ideas to Prepare You for Re-Entry."

Identifying Possible Problems

2. In order to focus on the re-entry process ...

We want to take a few minutes to reflect on your concerns about going home. You may recall letters or articles in the Volunteer magazine from returned volunteers where they describe some of their difficulties in readjusting to family routines, getting back into American culture, re-establishing social relationships and finding a job. Some of you may have had the opportunity to go home for leave and have therefore experienced the re-entry process. The concerns related to going home are very real. I'd like you to take about 5 minutes now and jot down in your notebooks any concerns that you can think of that relate to your return home.

Whole group sharing on newsprint. The trainer solicits a list of possible concerns from the group, jotting each down on newsprint.

Let's take a look now at some of the concerns you have come up with. We'd like to make a list of all the possible concerns.

Accept any and all concerns and jot them down on newsprint.

Exercise III - Re-entry concerns .... - cont.

Examples from previous workshops follows. Do not expect your group to come up with these. Nor is it necessary to add any that don't occur spontaneously.

Re-establish friendships
Job/place to live
How to meet other PCVs/maintain contacts
Choosing a lifestyle
Making new friends
Chinese food where?
Losing PC experience
Financial - expensive
Being responsible for yourself
Parental/friend expectations
Weather
Culture shock
Opportunity deficit
Not being special
Boredom
No one caring about you
Dealing with opposite sex
Different values
Two years behind
Materialsm
Expected to be expert on host country

Take a look at the list you just developed and write down any additional concerns which are real for you as you think of going back.

Strategies
5 min.

3. Strategies/Responses (Prepare list of categories to be discussed before session)

Using these problems as an example we see that the concerns we have fall into several categories. These coupled with others that volunteers have had are important for us to consider and we'd like to take a closer look using six categories. (The trainer should identify examples from the list of problems that fit into the category.)

cultural adjustment
social adjustment
language barriers
national/political issues
educational problems
professional problems

Exercise III - Re-entry concerns ... - cont.

Group Work 30 min.

4. Divide participants into six groups. Instruct each group to
   a) identify anticipated problems in these topics upon returning home.
   b) list strategies (what they can do) to overcome difficulties
   c) list resources available (such as other RPCV's, Former Volunteer Services, friends, local universities, etc.) and how you will use them.

   Ask each group to record their suggestions on newsprint and to select someone to be a spokesperson.

Report Out 30 min.

5. Reconvene large group. Allow reporter five minutes to review findings. Direct discussion to clarifications and additional suggestions.

Summary Handout "Doing Yourself In" 10 min.

6. Summary - Reaffirm that these strategies are all going to be useful at some point. Close exercise by passing out "Doing Yourself In" and focus closing comments on expectations about returning to the U.S. and how they can be distorted. Speak from your experience as well as others. The following comments are an example:

Re-entry is not such a hard process but we have to deal with some of the concerns. Sometimes we may make the process more difficult than it need to be - denial process - saying it is going to be o.k.-bending reality. These are some of the myths we hear when we do counseling.

Positive side - thinking everything will really be great at home. Sometimes we forget old problems and difficulties when we think back on home and we build an anticipation of our return home that is colored by our "everything will be great" vision. Everybody will be friendly and courteous, shops, businesses and services will run smoothly and efficiently - the postman will sell stamps with a smile and customers will line up in an orderly and patient fashion. We look forward to good times with friends and family, projecting the

Exercise III - Re-entry concerns ... - cont.

remembered good times into the situation we expect upon our return. This could be the situation. But it would probably be more realistic to admit that people have good days and bad days at home too. People will probably be moving to a rhythm and pace you've lost step with, and readjusting to that may cause you some stress. There will be two years difference in the experiences of you and your friends. Some may have moved away, or married, or had children, or all three. Younger brothers and sisters will have changed a good deal, parents, aunts and uncles will seem older. You need to think about how you are going to relate your experiences here to the people at home and how they are going to react. Give some thought to what is coming so that you are not caught completely unawares.

The other side is the overly negative side - making yourself more miserable than you need to be. Anytime we have an anxiety going, we tend to talk to ourselves in our heads - when you are not feeling so good about yourself, when you are going through a period of stress, etc. If you do have some of these negative thoughts - thoughts such as, I don't really belong anymore; my friends are two years ahead of me career-wise and I can't even get back into the job market; I don't like the loss of my independence by having to live at home but I have no other choice; nobody really wants to hear about (host country), etc. - if or when you get into some of these thought patterns make a conscious effort to go out and do something to try to forget about it. Go to a movie, start a small project, volunteer to tutor someone at your local school, help at the hospital, work with a sports team - look for ways to meet people again and tune in to what is going on. If you keep thinking continuously on that negative thought, then you will get into a state where you cannot function, it will really get you way down. So, the reverse of the overly positive "everything will be great" thought pattern is the overly negative "things really are awful" thought pattern. Be aware that these are possibilities and think a bit about how you might handle it

Exercise III - Re-entry concerns ... - cont.

if you are caught up in either of these processes. We have a couple of suggestions:

1. *Just be aware that it is happening. Tune in to yourself enough to recognize what you are thinking;*
2. *As soon as you become aware, stop thinking about it - turn off the mental "tape"; get up and go and do something else - say to yourself: "I have to stop thinking this". Make a conscious effort to help yourself.*
3. *Ask someone else - bounce your ideas off them to see if they make sense.*

Journal

7. Personal reflection:

In your notebook spend a few minutes reflecting on what you are taking away from this session, just think on what you get out of this session - spend a few minutes jotting down some notes on what was relevant for you.

(5 minutes later)

Now return to your "Moving On" partner of Exercise II and review briefly what you have jotted down.

(Optional - do it if the group is into sharing - or omit if people seem to prefer reflection.)

Note: If you have not distributed "Ten Minutes Out..." earlier then this is a good time to do so.

EXERCISE IV - Educating the Folks Back Home

Total Time: 90 minutes

Objective: To assist volunteers to be prepared to implement the development education goal of Peace Corps.

Overview:

This exercise links back to two exercises of Session I - "Coat of Arms" and "Volunteer in Development". Both of which generated information of the sort that RPCV's will want to share with friends, family and colleagues, not only immediately upon their return, but for years to come. Indeed, much of the application of the PC experience may not be made for 5-10 years after the PCV's return to the USA. The opportunity to share the PC experience, educate the American public to development, and integrate the experience into one's future life is an ongoing challenge that will continue to tap the RPCV after he/she has returned to the U.S.

Procedures:

Time	Activity
Introduction 10 min.	1. Introduce the exercise. Briefly review goal #3 and explain why it is important to focus on this as an important re-entry issue.
	2. Have participants take out their "Coat of Arms" and "Volunteer in Development" worksheets and spend a couple minutes reviewing what they recorded, making special notes of those items which respond to goal #3. Ask for examples.
Small group work 30 min.	3. Ask participants to divide into 4 groups. Assign each group one of the following situations:
	A. Presentation to a community group back home such as a business club, grange meeting or church group (pick one) on "How the Third World Affects Us at Home."
	B. Presentation to a high school class on "What We Can Learn About Other People Living in the Host Country."

Exercise IV - Educating the Folks Back Home - cont.

C. Informal rap with a close circle of friends who are skeptical and think PC life is a paid vacation for two years.

D. During a job interview you are asked, "What did you learn about PC's role in development?"

Instructions:

Given your own experiences, and the situation you've been assigned, develop a 5 minute role-play which will demonstrate how an RPCV might respond in this situation.

Participants should be informed that the actual role-play does not have to involve all participants in the small group - but everyone should contribute to the design.

Role-Play and Discussions 40 min.

4. Role-play presentation. Ask each group to give their 5 minute role play. At the end of each ask for alternative responses as well as discussing the key issues that were presented.

Summary Journal 10 min.

5. Summarize key points, give participants time to record in their notebooks any ideas they wish to take home.

HANDOUTS and WORKSHEETS

for Session VI

MOVING ON

1. When I think of leaving, I feel.....

2. My experience here has been.....

3. For me (host country) means....

4. The things that I'll miss are.....

5. The things I'll be happy to leave behind are ....

6. When I talk to other volunteers about leaving, they....

7. When I talk to my (host Country) friends about leaving they ....

8. (If applicable)

   A. When I talk to my spouse, he/she.....

   B. I think that for my spouse leaving will be.....

9. When I talk with Peace Corps staff about leaving, they.....

STOP: LISTENER, SHOW YOUR PARTNER HOW WELL YOU'VE BEEN LISTENING BY SUMMARIZING IN A FEW SENTENCES WHAT YOU'VE HEARD SO FAR, THEN CONTINUE.

10. When leaving a place I usually.....

11. The easiest point of leaving for me will be.....

12. Before I leave I really want to .....

13. The most stressful part of leaving will be.....

STOP: BEFORE GOING ANY FURTHER, SWITCH ROLES. LET THE LISTENER BECOME THE SPEAKER AND THE SPEAKER, THE LISTENER, AND REPEAT 1 - 13. WHEN BOTH HAVE COMPLETED PAGE ONE, GO TO PAGE 2.

14. When I think of returning to the States I feel .....

15. I'll be going back to .....

16. I expect that for me the process of returning will be .....

17. (If applicable)

    I think that for my spouse, returning will be ....

18. When I think of seeing my family again, I ....

19. I think my family will expect me to .....

STOP: LISTENER, SHARE WITH YOUR PARTNER WHAT YOU'VE HEARD SO FAR.

20. A. In terms of a career I hope to.....

    B. If this doesn't work out, I'll .....

21. I expect that my friends there will .....

22. Regarding money I'm going to be .....

23. Going back will enable me to .....

24. I think that the hardest part of going back for me will be ....

25. I think the easiest thing for me to handle will be .....

26. I'm really looking forward to .....

SESSION VI
Handout

DOING YOURSELF IN - A LOOK AT DENIAL AND RE-ENTRY

A. Positive Denial:

Myths We Tell Ourselves:

1. I should be able to cope easily because it's my own culture. No adjustment problems.
2. I can pick up on relationships where I left off.
3. Everything is great back home.
4. Everything will be the same as it was when I left.
5. I won't experience culture shock.
6. The adjustment process should last no more than three months.
7. People will be interested in hearing about my "exotic" experiences in (country) .
8. Things work better back home.

B. Negative Denial:

Setting yourself up to be more miserable than you need to be.

1. I know I'm not going to like it back there.
2. This change is going to be so overwhelming, I'm not going to be able to cope.
3. I shouldn't be feeling so _____.(upset, depressed, disorganized)
4. I know I'm going to be so lonely.
5. No one can understand what I'm going through.
6. Everyone is ahead of me now.

SESSION VI
Handout

TEN MINUTES OUT
FOR THOSE ABOUT TO RETURN HOME

Some Ideas to Prepare You for Re-entry

by

Joel Wallach/Gale Metcalf
Community Counselors
American Association of Malaysia

With the end of your Peace Corps service, many of you are happily contemplating your upcoming travels and return to the U.S. For those leaving permanently, the commotion of last minute packing and shopping, eagerness to see friends and relatives, and that final round of goodbye parties, can easily distract you from focusing on the ways in which this return to the U.S. might be stressful. We would like to ask those of you who are about to relocate back home to take a few minutes out to examine some of the stresses that go along with returning, as well as some things you might do to prepare yourself and your family to make this transition.

Anytime one of us makes a major life change - adding or losing family members, changing jobs, changing friends, moving, etc. - we experience predictable and sometimes severe stress. Most of us recognize this in the process we went through adjusting to living overseas. Fewer of us realize that another adjustment, often equally stressful, accompanies resettlement in the U.S. The first part of this process might be termed "reverse culture shock". Americans who have moved in and out of the States a number of times consistently report the experience of feeling strangers in their own country. Living overseas, we often carry with us inaccurate and idealized views and to forget that back there things don't always work efficiently, that sales people can be downright rude, that our current home has no monopoly on traffic jams. We expect people and places to be just the way they were when we left - the way we remember them. When they are not, we find ourselves dismayed angry, disoriented, feeling out of control. Because we do not expect things to be different, the fact that they are different hits us especially hard. This phase of adjustment typically lasts anywhere from a few weeks to a few months.

Re-entry: A Two-Step Process

Re-entry is a two step process: 1) leaving your host community, and, 2) returning to the U.S. and re-involving yourself in life "back home". Often, people focus on the latter, missing the importance of the former. Closure is the key concept here, giving yourself the psychological

"Ten Minutes Out..." - cont.

space to separate one part of you life experience from the next. A careful balance is required so that you neither "check out" too early nor too late. If you pull out your energies too early, you find yourself afflicted with "short-termitis", denigrating the host country and its people while romanticizing the U.S. If you disengage with too little time, you find that a significant part of you still remains overseas for several months after you have returned.

Some Things You Can Do Now:

Despite the multiple stresses discussed above, all of us eventually adjust and things do (hard to believe) return to normal. Some manage to deal with the adjustment process quite easily and quickly, while others find themselves experiencing significant stress for a period of time. There are some things, however, that you can do to smooth out the inevitable bumps and shorten the period of frustration.

Probably the key factor is to recognize that there will be a period of stress. It is normal and to be expected. If you can recognize this is coming , understand it as a natural part of the adjustment process. you defuse some of its potency and are able to help yourself.

There also appears to be a number of myths or misperceptions that people harbor about re-entry that work against them. Identifying them can help you to root them out of your own thinking. Some people attempt to cope with the stress of this major life change by bending reality and seeing the world they are about to re-enter as either too positive or too negative. On the positive side, they deny reality and thereby attempt to cope with current anxieties by telling themselves such things as:

- "Everything is great back home."
- "I can pick up on relationships just where I left off".
- "I should be able to cope easily because it's my own culture."
- "Everything will be the same as it was when I left."
  "I won't experience culture shock."
- "People will be interested in hearing about my 'exotic' experiences overseas."
- "Things work better back home."

This type of thinking is functional until they arrive home and find that with their unrealistically high expectations they've set themselves up for disappointments in the months ahead. Overly negative thoughts, on the other hand, set them up to be even more miserable than they need to be! Some of the most popular are:

"Ten Minutes Out..." - cont.

- "I'll never be able to cope with all of this."
- "I'll hate it back there."
- "I shouldn't be feeling so...(upset, depressed, disorganized)."
- "I know I'm going to be so lonely."

Such self-talk serves to increase anxiety and feelings of depression, panic and disorganization. It saps needed energy and coping resources. While some apprehension and concern is obviously functional, this type of thinking is not. It only serves to promote panic and gloom. You can inventory your own thinking about re-entry to see if, in fact, you're harboring any of these kinds of self-defeating thoughts and you can help other volunteers to do the same.

It is important for you to talk about your feelings regarding the impending move, to share your feelings, fears, and frustrations about going home. Just expressing these feelings often serves as a release so that they don't build up and become overwhelming. This is important before, during and after the move.

Talk about what life probably will be like back home, but be flexible and open to changing plans if they don't work out. Let everyone in your family know that some degree of flexibility is possible. Remember, you can plan, but it is hard when overseas to know exactly what you'll face upon return home.

View the return to the U.S. as a cultural experience. Be aware of how the "natives" live and use your special sensitivities gained from living overseas as a key to understanding yourself and America better. Some veterans of the re-entry process suggest taking a week or two, if time permits, to be a tourist in your own country before you jump into the settling process. Last of all, don't expect too much of yourself right away. Give yourself some time. Many returnees advocate maintaining a low profile for the first few months back by not taking on too many new activities. You may need some time to catch up on being American and feeling comfortable once again back home.

SESSION VII

NUTS & BOLTS, FORMS
and PROCEDURES

SESSION VII - NUTS & BOLTS, FORMS and PROCEDURES

Total Time: 1 - 1½ hours

Overview:

The purpose of this session is to attend to any administrative/procedural paperwork needed for the COS volunteer. Since this need will vary depending on the country and timing of the workshop,a detailed design is not provided. Topics that were included in previous workshops included:

- Completing Forms re COS (See Forms & Procedures in Guidelines pages 7-10)
- Outline of support services provided to RPCV's by ACTION/Peace Corps (see FVS Manual)
- Final plans for a party - a big party
- Distribute COS packets
- Completing Travel Vouchers, etc.

The final exercise of the workshop should involve participants in a closing activity. Several closing activities are described on the following page. Whichever of these - or others from your own files - you should also spend a few moments summarizing the workshop goals; giving highlights and reviewing points to remember.

Suggested Closing Activities

The purpose of these activities is to provide an opportunity for the participants to reflect on the workshop experience and examine their learning, particularly in relation to being better prepared to return to the U.S.

Exercise I: Highs and Lows

- Ask participants to identify those learnings or activities that were highlights of the workshop for them.
- Brainstorm these "highs" and record them on a flipchart.
- Brainstorm the experiences which were "lows"; that is, those things that did not meet expectations.
- Record the "lows" on the flipchart.

Session VII - Exercises - cont.

- Ask participants if there is anything they would like to share with the group or with the trainers.

Exercise II - Park Bench

This exercise is designed to allow participants to become involved in a symbolic activity which connotes closure.

- State that this exercise is being chosen to facilitate closure and to end the workshop. The trainer sits on the bench and requests that one or two participants or the co-trainer sit with him or her.

- The trainer talks about how she or he experienced working with the participants or co-trainer and what she or he remembers and will take as memories from the workshop; the impact of relationships; and other wishes for the future that she or he might associate with the workshop.

- Participants take turns talking about the experience until all participants have had an opportunity to talk.

- If the trainer begins the exercise by calling other participants to the bench, then each participant called may call another participant or trainer to the bench. Those persons who come to the bench may in turn call others.

Exercise III - Expectations Review

- Divide participants into the same groups that were formed on the first day for the "Expectations Exercise". (Session I - Exercise III)

- Select a spokesperson to report out.

- Review Expectations from the flip chart.

- Were the expectations met?

- What happened that prevented them from being met?

- What could have been done to help you meet them?

- What additional workshops would you like to have occur to meet other needs?

- Report out to total group.

Session VII - cont.

Sentence Completion:

On a flip chart write the following sentence stems:

1) What was most enjoyable for me was _____.

2) I wish we could have _____.

3) The most important thing I learned was _____.

Ask each participant to take a minute to think about how they would complete each sentence.

One by one, participants give their responses to the whole group. Trainer(s) should participate as well.

CLOSE OF SERVICE WORKSHOP

E V A L U A T I O N

1) To what extent has this session been interesting to you? (Please circle the appropriate number: 0 = not at all; 5 = extremely).

not at all - 0 1 2 3 4 5 - extremely

2) To what extent has this session been useful to you?

not at all - 0 1 2 3 4 5 - extremely

3) What are two important things which you learned from this workshop?

a) _____

b) _____

4) What things did you especially like about this experience? (Underline the things you liked the most)

5) What things did you dislike about this experience? (Underline the thing you most dislike)

6) If you were to run a Workshop like this for another group of Peace Corps Volunteers, what would you do differently?

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